



Agensi Kelayakan Malaysia  
Malaysian Qualifications Agency

# **PROGRAMME STANDARDS: BUSINESS STUDIES**

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## FOREWORD

In its effort to ensure that the programmes offered by Higher Education Providers (HEPs) in Malaysia meet the acceptable level of quality, the Malaysian Qualifications Agency (MQA) has published numerous quality assurance documents such as the Malaysian Qualifications Framework (MQF), Code of Practice for Programme Accreditation (COPPA), Code of Practice for Institutional Audit (COPIA), Guidelines to Good Practices (GGP) and Programme Standards (PS). It is imperative that these documents be read together with this PS for the development and delivery of Business Studies programmes in Malaysia.

This PS document outlines sets of characteristics that describe and represent guidelines on the minimum levels of acceptable practices in the six core areas identified for Business Studies programmes based on the nine COPPA areas: programme aims and learning outcomes; curriculum design and delivery; assessment of students; student selection; academic staff; educational resources; programme monitoring and review; leadership, governance and administration; and continual quality improvement. Accordingly, the PS cover different levels of standards leading to the award of individual qualifications prescribed in the MQF, ranging from Certificate (Level 1, MQF) to Doctoral Degree (Level 8, MQF) levels.

This PS document has been developed by a panel of experts in consultation with various public and private HEPs, relevant government and statutory agencies, professional bodies, industry, and students. The panel of experts were selected from different types of institutions (public and private HEPs, international branch campuses and the industry) in order to capture a comprehensive view of the various core areas of Business Studies.

Care has been undertaken to ensure that the standards developed reflect international best practices so that students graduating from Business Studies programmes in Malaysian HEPs are on par with those in other economies. For this, extensive benchmarking of international standards has been conducted, along with two stakeholders' workshops and visits to several selected HEPs to validate the PS developed. Having said so, the standards do not attempt to provide specific characteristics for Business Studies programmes, particularly those related to the framing of curricula and provision of educational resources. This document encourages diversity, and allows programme providers to be innovative in creating their own niches. HEPs should ensure that they produce graduates that meet the current and future needs of the industry, and at the same time fulfil their obligations to society. Among others, this document includes statements of programme aims and learning outcomes and they are intended to give clarity and are not intended to be adopted in a verbatim manner.

I would like to express my appreciation to all the panel members (Appendix 1), various stakeholders for their valuable input and to all the officers of MQA who have contributed to the development of this PS for Business Studies. It is hoped that this PS document is beneficial to different stakeholders for the development of the competencies required in our students, both for job and higher education prospects.

Thank you.

**Dato' Prof. Dr. Rujhan Mustafa**

Chief Executive Officer

Malaysian Qualifications Agency (MQA)

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## ABBREVIATIONS

COPIA	Code of Practice for Institutional Audit
COPPA	Code of Practice for Programme Accreditation
GGP	Guidelines to Good Practices
GP	Grade Point
HEPs	Higher Education Providers
HR	Human Resource
HRM	Human Resource Management
IELTS	International English Language Testing System
MOE	Ministry of Education
MQA	Malaysian Qualifications Agency
MQF	Malaysian Qualifications Framework
SKM	<i>Sijil Kemahiran Malaysia</i>
SPM	<i>Sijil Pelajaran Malaysia</i>
STAM	<i>Sijil Tinggi Agama Malaysia</i>
STPM	<i>Sijil Tinggi Persekolahan Malaysia</i>

## 1. INTRODUCTION

This document provides a guideline to Higher Education Providers (HEPs) on the minimum levels of acceptable practices in designing and offering Business Studies programmes at the tertiary level in Malaysia. The aim of the Programme Standards (PS) is to ensure that students are equipped with the necessary knowledge, skills and competencies at the respective levels as prescribed in the Malaysian Qualifications Framework (MQF) to enable them to pursue career opportunities in a variety of jobs related to business. Among the possible job designations are executives, supervisors, managers and consultants. In addition, graduates may also become academics or entrepreneurs.

On a wider perspective, this document is equally valuable to a variety of stakeholders such as potential students, parents, guardians, employers, professional and regulatory bodies, HEPs, assessors and auditors, and business schools.

Although much has been written as to what Business Studies entail, different people, groups and organisations hold widely differing views of its definition. For instance, Macmillan Dictionary defines Business Studies as the study of how businesses work, especially the financial and management aspects (<http://www.macmillandictionary.com>), whilst Collins Dictionary defines it as an academic subject that embraces areas such as accounting, marketing and economics (<http://www.collinsdictionary.com>). It is evident from the literature that it is difficult to provide a single, all-encompassing definition for Business Studies. For the purpose of the PS, the following is adopted:

*The Business Studies programme mainly prepares and provides students the necessary knowledge, skills and practices of the different forms of organisations (for example, cooperatives, sole proprietorships, partnerships, private and public companies) to achieve a goal or a set of goals of these organisations, which could include profit maximisation and expansion of business. Legislation and trade agreements take into account their impacts on different stakeholders of the organisations in the market and non-market environments.*

It is also helpful to look at Business Studies from the outcomes of completing a Business Studies programme. Accordingly, a Business Studies programme is designed to:

- i. provide a comprehensive introduction to the key elements of business organisations, the competing theories and models of the firm and its environment, and to provide a critical perspective on the main functional areas of business and management;
- ii. develop analytical skills to identify the links between the functional areas in management, organisations, management practices and the business environment;

- iii. provide students with the ability to understand and critically evaluate evidence relating to management practice; and
- iv. provide students with the knowledge and skills to succeed as the managers of tomorrow in business, government and social enterprises around the world.

Based on this premise, the Business Studies programmes covered by the PS should provide a broad, analytical and highly integrated study of business and management which will cover at least the following areas:

- i. Human Resource Management
- ii. Marketing
- iii. Accounting and Finance
- iv. Business Economics
- v. Management
- vi. Decision Science

These areas shall form the core areas of a Business Studies programme.

Students following programmes within the parameter of these areas are expected to develop competencies as reflected in the programme aims and programme learning outcomes described in this document. This spectrum of provisions is applicable to a variety of programmes at varying levels, some of which cover a combination of business areas.

## **DESCRIPTION OF THE AREAS IN BUSINESS STUDIES**

### **Human Resource Management**

Human resource management (HRM) is concerned with people management issues and problems in organisations. The predecessor of HRM is personnel administration, which is basically administrative in nature. HRM is slowly being accepted as a shared function between line management and human resource management in organisations. As such, human resource (HR) managers and departments are required to manage employees jointly with line managers and line departments for better business performance. Accordingly, line managers and departments must learn to manage their own HR in their respective departments with the assistance of HR managers and/or departments, who are the experts in people management.



## **Marketing**

Marketing is the activity, set of institutions and processes for creating, communicating, delivering and exchanging offerings that have value for customers, clients, partners and society at large (American Marketing Association, 2014). It can be looked at as an organisational function and managing customer relationships in ways that also benefit the organisation and its shareholders. Marketing is the science of choosing target markets through market analysis and market segmentation, as well as understanding consumer buying behaviour and providing superior customer value.

## **Accounting and Finance**

Accounting and finance are part of the decision-making, planning and control subsystems of an enterprise. They essentially deal with problems and issues which are of primary concern to corporate managers and all of the considerations needed to make financial decisions both inside and outside firms. A key part of accounting is reporting the performance and position of the business to external users. It also deals with the internal control and management of resources. The part that relates to finance examines the techniques used by firms to value real investment projects and the models used by investors to value bonds and stocks.

## **Business Economics**

Business economics is concerned with economic issues and problems that are related to the organisation, management and strategy. Economics issues could relate to reasons as to why firms emerge and exist, the need to expand and the relationships of firms with employees and stakeholders. Stakeholders include banks, customers and the government, and the interactions between firms and the business environment. Economic decisions have a vital influence on the quality of life experienced by people. Therefore, the study of economics assists individuals, groups and societies to make choices that enable them to improve their quality of life.

## **Management**

Management is about developing and implementing concepts in order for a business to run smoothly and accomplish its vision, goals and objectives. It comprises planning, organising, staffing, leading or directing, and controlling an organisation or initiative to accomplish a goal. Management also involves leveraging the human capital of an enterprise to contribute to organisational success. This area presents creative and innovative approach in addressing the challenges of globalisation and sustainability. There are several sub-disciplines under the area of management such as general management, entrepreneurship, international business, business communication, and business law and ethics, to name some.

## Decision Science

Decision Science is an interdisciplinary area which involves the application of quantitative and behavioural methods to analyse and address the problems of an organisation. It focuses on how to develop the abilities of individuals to assess decisions affecting the organisations they work for.

### SCOPE OF THE STANDARDS

This PS covers all the nine quality assurance areas: (i) programme aims and learning outcomes, (ii) curriculum design and delivery, (iii) assessment of students, (iv) student selection, (v) academic staff, (vi) educational resources, (vii) programme monitoring and review, (viii) leadership, governance and administration, and (ix) continual quality improvement. This document describes the different levels of standards leading to the award of individual qualifications prescribed in the MQF based on different modes of study, i.e. Certificate (Level 3, MQF: Coursework only), Diploma (Level 4, MQF: Coursework only), Advanced Diploma (Level 5, MQF: Coursework only), Bachelor's Degree (Level 6, MQF: Coursework only), Master's Degree (Level 7, MQF: Coursework, Mixed Mode and Research) and Doctoral Degree (Level 8, MQF: Coursework, Mixed Mode and Research).

For the Bachelor's degree level and lower qualifications, reference is made to the existing standards in other areas as well as international standards for Business Studies, whilst for Master's and Doctoral degree, reference is made specifically to the existing Malaysian Qualifications Agency (MQA) Standards: Master's and Doctoral Degree. As part of the due process, feedback from stakeholders such as the HEPs, employers, academic staff, students and others are sought to ensure that the different needs of various parties are attended to and addressed.

As this document should be viewed as a benchmark statement, it cannot be viewed as a syllabus and no form of prescription is intended for the amount of time devoted to each area or the order in which the materials are delivered. HEPs are encouraged to go beyond the basic minimum where they should be innovative in terms of customising, organising, teaching and assessing their programmes and specific subject matters to meet the current and future needs of the industry, society and country. Hence, HEPs must take cognisance of the rapidly evolving subject matter and introduce effective and sustainable programme improvements.

## **APPROACHES IN PROGRAMME OFFERINGS**

For the purpose of the PS, the scope of this document covers three main approaches in offering the Business Studies programmes, namely generic (e.g. Diploma in Business Studies); stand-alone (e.g. Bachelor of Management) and specialisation (e.g. Master of Business Administration in Marketing). This document, however, does not cover stand-alone programmes in Economics and Finance (e.g. Bachelor of Economics or Master of Finance) due to the different core areas applied. Besides, these two areas of stand-alone programmes, all other programmes adopting any of these three approaches are required to meet the minimum requirements of the PS.

## **OBJECTIVES OF THE STANDARDS**

As the purpose of this document is to provide guidelines pertaining to the development and conduct of different levels of Business Studies programmes within the core areas described, it is paramount that this document be read with other quality assurance documents and policies issued by MQA and other related agencies which include but are not limited to the following:

1. The Malaysian Qualifications Framework (MQF)
2. The Code of Practice for Programme Accreditation (COPPA)
3. The Code of Practice for Institutional Audit (COPIA)
4. Relevant Guidelines to Good Practices (GGP)

## 2. PROGRAMME AIMS

The programme aims are described in a broad and general statement of learning and teaching intention, encapsulating the general contents and direction of a programme.

“A programme’s stated aims reflect what it wants the learner to achieve. It is crucial for these aims to be expressed explicitly and be made known to learners and other stakeholders alike” (COPPA, 2008, pp.10).

The programme aims of each qualification level for Business Studies are outlined below.

### **CERTIFICATE** (Level 3, Malaysian Qualifications Framework, MQF)

The programme aims to provide students with fundamental knowledge, basic technical, operational and entrepreneurial skills to perform effectively and ethically within their specific areas of Business Studies, hence inculcating the desire for lifelong learning and career development.

### **DIPLOMA** (Level 4, MQF)

The programme aims to provide students with broad-based knowledge, technical, operational and entrepreneurial skills to perform effectively and ethically within their specific areas of Business Studies, hence inculcating the desire for lifelong learning and career development.

### **ADVANCED DIPLOMA** (Level 5, MQF)

The programme aims to provide students with broad-based knowledge, advanced technical, operational and entrepreneurial skills to perform effectively and ethically within their specific areas of Business Studies, hence inculcating the desire for lifelong learning and career development.

### **BACHELOR’S DEGREE** (Level 6, MQF)

The programme aims to provide students with in-depth knowledge, communication and critical thinking skills, and creativity and innovation in business. This includes contextual understanding of the dynamism and vibrancy in the business environment, entrepreneurship and professionalism in order to perform effectively and ethically within their specialised areas

of Business Studies, hence influencing personal achievement, lifelong learning and contributing to industry development.

### **MASTER'S DEGREE BY COURSEWORK (Level 7, MQF)**

The programme aims to provide students with advanced knowledge and skills in analytical and critical thinking, leadership, entrepreneurial, professionalism and creativity within their specific areas of Business Studies. This programme would also enable them to lead effectively, innovatively and ethically, leveraging on lifelong learning and contributing to industry development.

### **MASTER'S DEGREE BY MIXED MODE (Level 7, MQF)**

The programme aims to provide students with advanced knowledge and skills such as analytical and critical thinking, leadership, entrepreneurial, professionalism and creativity within their specific areas of Business Studies. This programme would also enable them to lead effectively, innovatively and ethically, leveraging on lifelong learning and contributing to industry development. It also aims to train them to apply a systematic approach in conducting research in specialised areas.

### **MASTER'S DEGREE BY RESEARCH (Level 7, MQF)**

The programme aims to provide students with focused and in-depth research knowledge within their specific areas of Business Studies. It also aims to inculcate in them a systematic and ethical approach in conducting research in specialised areas, thereby contributing to knowledge and practice.

### **DOCTORAL DEGREE BY COURSEWORK AND MIXED MODE (Level 8, MQF)**

The programme aims to provide students with in-depth and advanced knowledge within their specific areas of Business Studies. It also aims to inculcate in them a systematic, rigorous and ethical approach in conducting research in specialised areas, thereby contributing new insights to the body of knowledge and managerial practices.

## **DOCTORAL DEGREE BY RESEARCH** (Level 8, MQF)

The programme aims to provide students with rigorous, in-depth and advanced research knowledge within their specific areas of Business Studies. A key element of this mode is understanding the philosophy of science paradigms that determine methodological designs. It also aims to inculcate in them a systematic and ethical approach in conducting research in specialised areas, thereby contributing new insights to the body of knowledge and managerial practices.

### 3. LEARNING OUTCOMES

Learning Outcomes are detailed statements described in explicit terms the achievement of learners and that they are to be assessed upon completion of a period of study.

“The quality of a programme is ultimately assessed by the ability of the learner to carry out their expected roles and responsibilities in society. This requires the programme to have a clear statement of the learning outcomes to be achieved by the learner” (COPPA, 2008, pp.11).

These learning outcomes should **cumulatively reflect the eight domains of learning outcomes**, which are significant for Malaysia (MQF, 2007, Para 15, pp. 4) and are related to the various levels of taxonomy accordingly, in line with national and global developments.

The eight domains of learning outcomes are:

- i. knowledge;
- ii. practical skills;
- iii. social skills and responsibilities;
- iv. values, attitudes and professionalism;
- v. communication, leadership and team skills;
- vi. problem solving and scientific skills;
- vii. information management and lifelong learning skills; and
- viii. managerial and entrepreneurial skills.

The learning outcomes for each qualification level for Business Studies are outlined below. The mappings of learning outcomes against the eight domains of the MQF are shown in page 13 to 28. **The flexibility in describing the learning outcomes remain with the Higher Education Providers (HEPs) as long as they are sufficiently covered.**

#### CERTIFICATE

Upon completion of the programme, graduates will be able to:

- i. explain the basic knowledge of business;
- ii. perform basic technical business skills effectively and ethically;
- iii. use basic tools and techniques in solving task-related problems;
- iv. show basic entrepreneurial skills;
- v. demonstrate teamwork, interpersonal and social skills; and

- vi. use the skills and principles of lifelong learning in their academic and career development.

## **DIPLOMA**

Upon completion of the programme, graduates will be able to:

- i. outline the relevant concepts and theories;
- ii. apply practical and theoretical understanding to solve business problems;
- iii. show entrepreneurial skills in addressing business issues;
- iv. demonstrate teamwork, interpersonal, effective communication and social skills;
- v. display professional and ethical business conduct; and
- vi. use the skills and principles of lifelong learning in their academic and career development.

## **ADVANCED DIPLOMA**

Upon completion of the programme, graduates will be able to:

- i. explain the relevant concepts and theories;
- ii. use the concepts and theories to solve business problems;
- iii. show entrepreneurial skills in addressing business issues;
- iv. demonstrate teamwork, interpersonal, effective communication and social skills;
- v. display professional and ethical business conduct; and
- vi. apply the skills and principles of lifelong learning in their academic and career development.

## **BACHELOR'S DEGREE**

Upon completion of the programme, graduates will be able to:

- i. evaluate theories and concepts in business studies;
- ii. communicate creative and innovative ideas effectively;
- iii. apply critical thinking skills for decision making;
- iv. display innovative entrepreneurial skills;
- v. demonstrate leadership, teamwork, communication and social skills in accordance with ethical and legal practices; and
- vi. apply the skills and principles of lifelong learning in their academic and career development.



## **MASTER'S DEGREE BY COURSEWORK**

Upon completion of the programme, graduates will be able to:

- i. critically evaluate theories and concepts of business;
- ii. apply theories and concepts in the decision making process in the business environment;
- iii. conduct research with minimal supervision and adhere to legal, ethical and professional practices;
- iv. demonstrate managerial and leadership qualities through communicating and working effectively;
- v. generate solutions to problems using scientific and critical thinking skills; and
- vi. demonstrate the skills and principles of lifelong learning in their academic and career development.

## **MASTER'S DEGREE BY MIXED MODE**

Upon completion of the programme, graduates will be able to:

- i. critically evaluate theories and concepts of business;
- ii. apply theories and concepts in the decision making process in the business environment;
- iii. conduct research with minimal supervision and adhere to legal, ethical and professional practices;
- iv. demonstrate managerial and leadership qualities through communicating and working effectively;
- v. interpret and present research findings using scientific and critical thinking skills; and
- vi. demonstrate the skills and principles of lifelong learning in their academic and career development.

## **MASTER'S DEGREE BY RESEARCH**

Upon completion of the programme, graduates will be able to:

- i. critically evaluate literature in business;
- ii. apply appropriate research methods;
- iii. conduct research with minimal supervision and adhere to legal, ethical and professional practices;
- iv. use qualitative and/or quantitative research tools to analyse data; and
- v. interpret and present research findings using scientific and critical thinking skills.

## DOCTORAL DEGREE BY COURSEWORK AND MIXED MODE

Upon completion of the programme, graduates will be able to:

- i. critique theories and concepts in business;
- ii. refine theories and concepts in the decision making process in the business environment;
- iii. design appropriate research methods;
- iv. conduct research with minimal supervision and adhere to legal, ethical and professional practices;
- v. demonstrate mastery of qualitative and quantitative research skills;
- vi. interpret research findings and recommend solutions using scientific and critical thinking skills; and
- vii. demonstrate managerial and leadership qualities by communicating and working effectively.

## DOCTORAL DEGREE BY RESEARCH

Upon completion of the programme, graduates will be able to:

- i. recognise and validate problems;
- ii. critically evaluate literature in business;
- iii. apply appropriate research methods;
- iv. conduct original research independently and adhere to legal, ethical and professional practices;
- v. demonstrate mastery of qualitative and quantitative research skills;
- vi. interpret research findings and recommend solutions using scientific and critical thinking skills; and
- vii. demonstrate leadership qualities by communicating and working effectively.

Learning outcomes should cumulatively reflect the MQF eight domains of learning outcomes.

CERTIFICATE Learning Outcomes (LO)		Knowledge	Practical Skills	Social Skills and Responsibilities	Values, Attitudes and Professionalism	Communication, Leadership and Team Skills	Problem Solving and Scientific Skills	Information Management and Lifelong Learning Skills	Managerial and Entrepreneurial Skills
LO1	Explain the basic knowledge of business	/							
LO2	Perform basic technical business skills effectively and ethically		/	/	/				
LO3	Use basic tools and techniques in solving task-related problems	/	/				/		
LO4	Show basic entrepreneurial skills								/
LO5	Demonstrate teamwork, interpersonal and social skills			/		/			
LO6	Use the skills and principles of lifelong learning in their academic and career development		/					/	

DIPLOMA Learning Outcomes (LO)		Knowledge	Practical Skills	Social Skills and Responsibilities	Values, Attitudes and Professionalism	Communication, Leadership and Team Skills	Problem Solving and Scientific Skills	Information Management and Lifelong Learning Skills	Managerial and Entrepreneurial Skills
LO1	Outline the relevant concepts and theories	/							
LO2	Apply practical and theoretical understanding to solve business problems	/	/				/		
LO3	Show entrepreneurial skills in addressing business issues		/						/
LO4	Demonstrate teamwork, interpersonal, effective communication and social skills			/		/			
LO5	Display professional and ethical business conduct			/	/				



ADVANCED DIPLOMA Learning Outcomes (LO)		Knowledge	Practical Skills	Social Skills and Responsibilities	Values, Attitudes and Professionalism	Communication, Leadership and Team Skills	Problem Solving and Scientific Skills	Information Management and Lifelong Learning Skills	Managerial and Entrepreneurial Skills
LO1	Explain the relevant concepts and theories	/							
LO2	Use the concepts and theories to solve business problems	/	/				/		
LO3	Show entrepreneurial skills in addressing business issues		/						/
LO4	Demonstrate teamwork, interpersonal, effective communication and social skills			/		/			
LO5	Display professional and ethical business conduct			/	/				



BACHELOR'S DEGREE Learning Outcomes (LO)		Knowledge	Practical Skills	Social Skills and Responsibilities	Values, Attitudes and Professionalism	Communication, Leadership and Team Skills	Problem Solving and Scientific Skills	Information Management and Lifelong Learning Skills	Managerial and Entrepreneurial Skills
LO1	Evaluate theories and concepts in business studies	/					/		
LO2	Communicate creative and innovative ideas effectively			/		/			
LO3	Apply critical thinking skills for decision making	/					/	/	
LO4	Display innovative entrepreneurial skills	/	/						/
LO5	Demonstrate leadership, teamwork, communication and social skills in accordance with ethical and legal practices			/	/	/			



<b>BACHELOR'S DEGREE Learning Outcomes (LO)</b>		<b>Knowledge</b>	<b>Practical Skills</b>	<b>Social Skills and Responsibilities</b>	<b>Values, Attitudes and Professionalism</b>	<b>Communication, Leadership and Team Skills</b>	<b>Problem Solving and Scientific Skills</b>	<b>Information Management and Lifelong Learning Skills</b>	<b>Managerial and Entrepreneurial Skills</b>
LO6	Apply the skills and principles of lifelong learning in their academic and career development		/					/	

MASTER'S DEGREE BY COURSEWORK Learning Outcomes (LO)		Knowledge	Practical Skills	Social Skills and Responsibilities	Values, Attitudes and Professionalism	Communication, Leadership and Team Skills	Problem Solving and Scientific Skills	Information Management and Lifelong Learning Skills	Managerial and Entrepreneurial Skills
LO1	Critically evaluate theories and concepts of business	/					/		
LO2	Apply theories and concepts in the decision making process in the business environment	/	/						
LO3	Conduct research with minimal supervision and adhere to legal, ethical and professional practices	/	/	/	/				
LO4	Demonstrate managerial and leadership qualities through communicating and working effectively			/	/	/			/

<b>MASTER'S DEGREE BY COURSEWORK</b> <b>Learning Outcomes (LO)</b>		<b>Knowledge</b>	<b>Practical Skills</b>	<b>Social Skills and Responsibilities</b>	<b>Values, Attitudes and Professionalism</b>	<b>Communication, Leadership and Team Skills</b>	<b>Problem Solving and Scientific Skills</b>	<b>Information Management and Lifelong Learning Skills</b>	<b>Managerial and Entrepreneurial Skills</b>
LO5	Generate solutions to problems using scientific and critical thinking skills	/	/				/	/	
LO6	Demonstrate the skills and principles of lifelong learning in their academic and career development							/	

<b>MASTER'S DEGREE BY MIXED MODE Learning Outcomes (LO)</b>		<b>Knowledge</b>	<b>Practical Skills</b>	<b>Social Skills and Responsibilities</b>	<b>Values, Attitudes and Professionalism</b>	<b>Communication, Leadership and Team Skills</b>	<b>Problem Solving and Scientific Skills</b>	<b>Information Management and Lifelong Learning Skills</b>	<b>Managerial and Entrepreneurial Skills</b>
LO1	Critically evaluate theories and concepts of business	/					/		
LO2	Apply theories and concepts in the decision making process in the business environment	/	/						
LO3	Conduct research with minimal supervision and adhere to legal, ethical and professional practices	/	/	/	/				
LO4	Demonstrate managerial and leadership qualities by communicating and working effectively			/	/	/		/	/

<b>MASTER'S DEGREE BY MIXED MODE Learning Outcomes (LO)</b>		<b>Knowledge</b>	<b>Practical Skills</b>	<b>Social Skills and Responsibilities</b>	<b>Values, Attitudes and Professionalism</b>	<b>Communication, Leadership and Team Skills</b>	<b>Problem Solving and Scientific Skills</b>	<b>Information Management and Lifelong Learning Skills</b>	<b>Managerial and Entrepreneurial Skills</b>
LO5	Interpret and present research findings using scientific and critical thinking skills	/	/				/	/	
LO6	Demonstrate the skills and principles of lifelong learning in their academic and career development				/			/	

MASTER'S DEGREE BY RESEARCH Learning Outcomes (LO)		Knowledge	Practical Skills	Social Skills and Responsibilities	Values, Attitudes and Professionalism	Communication, Leadership and Team Skills	Problem Solving and Scientific Skills	Information Management and Lifelong Learning Skills	Managerial and Entrepreneurial Skills
LO1	Critically evaluate literature in business	/					/	/	
LO2	Apply appropriate research methods	/	/		/		/		
LO3	Conduct research with minimal supervision and adhere to legal, ethical and professional practices		/	/	/			/	
LO4	Use qualitative and/or quantitative research tools to analyse data	/	/				/	/	
LO5	Interpret and present research findings using scientific and critical thinking skills	/				/	/		

<b>DOCTORAL DEGREE BY COURSEWORK AND MIXED MODE</b>		<b>Knowledge</b>	<b>Practical Skills</b>	<b>Social Skills and Responsibilities</b>	<b>Values, Attitudes and Professionalism</b>	<b>Communication, Leadership and Team Skills</b>	<b>Problem Solving and Scientific Skills</b>	<b>Information Management and Lifelong Learning Skills</b>	<b>Managerial and Entrepreneurial Skills</b>
<b>Learning Outcomes (LO)</b>									
LO1	Critique theories and concepts in business	/	/				/		
LO2	Refine theories and concepts in the decision making process in the business environment	/	/		/		/		
LO3	Design appropriate research methods	/	/		/		/	/	
LO4	Conduct research with minimal supervision and adhere to legal, ethical and professional practices		/	/	/			/	
LO5	Demonstrate mastery of qualitative and quantitative research skills	/	/				/	/	

<b>DOCTORAL DEGREE BY COURSEWORK AND MIXED MODE</b>		<b>Knowledge</b>	<b>Practical Skills</b>	<b>Social Skills and Responsibilities</b>	<b>Values, Attitudes and Professionalism</b>	<b>Communication, Leadership and Team Skills</b>	<b>Problem Solving and Scientific Skills</b>	<b>Information Management and Lifelong Learning Skills</b>	<b>Managerial and Entrepreneurial Skills</b>
LO6	Interpret research findings and recommend solutions using scientific and critical thinking skills	/				/	/		
LO7	Demonstrate managerial and leadership qualities by communicating and working effectively			/	/	/		/	/



<b>DOCTORAL DEGREE BY RESEARCH</b> <b>Learning Outcomes (LO)</b>		<b>Knowledge</b>	<b>Practical Skills</b>	<b>Social Skills and Responsibilities</b>	<b>Values, Attitudes and Professionalism</b>	<b>Communication, Leadership and Team Skills</b>	<b>Problem Solving and Scientific Skills</b>	<b>Information Management and Lifelong Learning Skills</b>	<b>Managerial and Entrepreneurial Skills</b>
LO1	Recognise and validate problems	/					/		
LO2	Critically evaluate literature in business	/					/	/	
LO3	Apply appropriate research methods	/	/		/		/		
LO4	Conduct original research independently and adhere to legal, ethical and professional practices	/		/	/		/	/	
LO5	Demonstrate mastery of qualitative and quantitative research skills	/					/	/	
LO6	Interpret research findings and recommend solutions using scientific and critical thinking skills	/				/	/		

<b>DOCTORAL DEGREE BY RESEARCH</b> <b>Learning Outcomes (LO)</b>		<b>Knowledge</b>	<b>Practical Skills</b>	<b>Social Skills and Responsibilities</b>	<b>Values, Attitudes and Professionalism</b>	<b>Communication, Leadership and Team Skills</b>	<b>Problem Solving and Scientific Skills</b>	<b>Information Management and Lifelong Learning Skills</b>	<b>Managerial and Entrepreneurial Skills</b>
LO7	Demonstrate leadership qualities by communicating and working effectively			/	/	/			

## 4. CURRICULUM DESIGN AND DELIVERY

For the purpose of the Programme Standards, reference is made to the Code of Practice for Programme Accreditation (COPPA) and in particular, the section on Area 2: Curriculum Design and Delivery.

“The term ‘curriculum design and delivery’ is used interchangeably with ‘programme design and delivery’. ‘Programme’ means an arrangement of courses that are structured for a specified duration and the learning volume to achieve the stated learning outcomes and usually leading to an award of a qualification” (COPPA, 2008, pp.12).

This section of the Programme Standards contains statements pertaining to the structure and delivery of a programme within the field of Business Studies. The **six major areas** are human resource management, marketing, accounting and finance, business economics, management, and decision science.

This document also contains the matrices for minimum graduating credits and percentage of components for all levels of qualifications. Specific requirements as to the body of knowledge of the various core and specialisation areas are provided in **Appendix 2 and Appendix 3**, respectively. **Higher Education Providers (HEPs) are given the flexibility to design their own programmes; however, they are expected to cover the body of knowledge indicated in this document. It is important to note that the recommended topics for Certificate, Diploma and Advanced Diploma levels are meant for stand-alone programmes and not intended for specialisations in Business Studies.**

In addition, HEPs are encouraged to develop their programmes to reflect the current best practices and to achieve higher standards. The offerings of Business Studies programmes may vary in its nomenclature and examples are provided in **Appendix 4**.

<b>CERTIFICATE</b> <b>Minimum Graduating Credits - 60</b>		
<b>Components</b>	<b>Percentage (%)</b>	<b>Credits</b>
Compulsory Modules (General* and HEPs modules)	15 - 20	9 - 12
Core**	60 - 80	36 - 48
Electives**	0 - 15	0 - 9
<b>Total</b>	<b>100</b>	<b>60</b>

\* 6-9 credits as prescribed by the Malaysian Ministry of Education (MOE) (Refer to *Buku Panduan Mata Pelajaran Pengajian Umum Institut Pengajian Tinggi*).

\*\* For stand-alone programmes, the percentage/credits follow the combination of both the components for core and electives.

**Recommended delivery methods:**

- i. Lectures
- ii. Tutorials
- iii. Interactive learning

<b>DIPLOMA</b> <b>Minimum Graduating Credits - 90</b>		
<b>Components</b>	<b>Percentage (%)</b>	<b>Credits</b>
Compulsory Modules (General* and HEPs modules)	15 - 20	14 - 18
Core**	40 - 80	36 - 72
Electives**	0 - 15	0 - 14
Industrial Training***	0 - 10	0 - 9
<b>Total</b>	<b>100</b>	<b>90</b>

\* 8-11 credits as prescribed by the MOE (Refer to *Buku Panduan Mata Pelajaran Pengajaran Umum Institut Pengajian Tinggi*).

\*\* For stand-alone programmes, the percentage/credits follow the combination of both the components for core and electives.

\*\*\* Industrial training is optional; however, HEPs are encouraged to allocate a minimum number of units for this purpose according to the formula of 1 credit = 2 weeks of training (Refer to The Guidelines on Criteria and Standards for PHEI Course of Study).

#### **Recommended delivery methods:**

- i. Lectures
- ii. Tutorials
- iii. Field visits (e.g. business organisations, universities, non-governmental organisations, government-related corporations, etc.)
- iv. Scenario-based learning
- v. Guest lecture series (prominent speakers from the industry and academic institutions)
- vi. Interactive learning

<b>ADVANCED DIPLOMA Minimum Graduating Credits - 40</b>		
<b>Components</b>	<b>Percentage (%)</b>	<b>Credits</b>
Compulsory Modules (General* and HEPs modules)	23 - 28	9 - 12
Core**	40 - 80	16 - 32
<b>Total</b>	<b>100</b>	<b>40</b>

\* 8-11 credits as prescribed by the MOE (Refer to *Buku Panduan Mata Pelajaran Pengajian Umum Institut Pengajian Tinggi*).

\*\* For stand-alone programmes, the percentage/credits follow the core component.

**Recommended delivery methods:**

- i. Lectures
- ii. Tutorials
- iii. Field visits (e.g. business organisations, universities, non-governmental organisations, government-related corporations, etc.)
- iv. Case study
- v. Problem-based learning
- vi. Interactive learning

<b>BACHELOR'S DEGREE Minimum Graduating Credits - 120</b>		
<b>Components</b>	<b>Percentage (%)</b>	<b>Credits</b>
Compulsory Modules (General* and HEPs modules)	10 - 12	12 - 15
Core	40 - 60	48 - 72
Specialisation	25 - 45	30 - 54
Electives	10 - 15	12 - 18
Industrial Training**	0 - 10	0 - 12
<b>Total</b>	<b>100</b>	<b>120</b>

\* 10-14 credits as prescribed by the MOE (Refer to *Buku Panduan Mata Pelajaran Pengajaran Umum Institut Pengajian Tinggi*).

\*\* Industrial training is optional; however, HEPs are encouraged to allocate a minimum number of units for this purpose according to the formula of 1 credit = 2 weeks of training (Refer to The Guidelines on Criteria and Standards for PHEI Course of Study).

\*\* HEPs can also offer research project in lieu of industrial training or consider having both.

#### **Recommended delivery methods:**

- i. Lectures
- ii. Tutorials
- iii. Field visits (e.g. business organisations, universities, non-governmental organisations, government-related corporations, etc.)
- iv. Case study
- v. Problem-based learning
- vi. Guest lecture series (prominent speakers from the industry and academic institutions)
- vii. Interactive learning

<b>MASTER'S DEGREE BY COURSEWORK</b> <b>Minimum Graduating Credits - 40</b>		
<b>Components</b>	<b>Percentage (%)</b>	<b>Credits</b>
Core	20 - 40	8 - 16
Specialisation	25 - 45	10 - 18
Electives	10 - 15	4 - 6
Research Projects*	15 - 35	6 - 14
<b>Total</b>	<b>100</b>	<b>40</b>

\* HEPs can also consider having both research project and industrial training.

Note:

- i. Coursework components must include research methodology (Refer to the Standards: Master's and Doctoral Degree).

**Recommended delivery methods:**

- i. Lectures
- ii. Industrial visits
- iii. Case study
- iv. Problem-based learning
- v. Guest lecture series (prominent speakers from the industry and academic institutions)
- vi. Interactive learning
- vii. Experiential learning



<b>MASTER'S DEGREE BY MIXED MODE</b> <b>Minimum Graduating Credits - 40</b>		
<b>Components</b>	<b>Percentage (%)</b>	<b>Credits</b>
Core	30 - 50	12 - 20
Electives	0 - 10	0 – 4
Dissertation	50 - 70	20 - 28
<b>Total</b>	<b>100</b>	<b>40</b>

Note:

- i. Coursework components must include research methodology.
- ii. Ratio of coursework to dissertation is within the range of 50:50 or 40:60 or 30:70.  
(Refer to the Standards: Master's and Doctoral Degree).

**Recommended delivery methods:**

- i. Lectures
- ii. Industrial visits
- iii. Case study
- iv. Supervision of dissertation
- v. Problem-based learning
- vi. Guest lecture series (prominent speakers from the industry and academic institutions)
- vii. Interactive learning
- viii. Research seminars/workshops

<b>MASTER'S DEGREE BY RESEARCH</b>		
<b>Component</b>	<b>Percentage (%)</b>	<b>Credits</b>
Dissertation	100	No given credit value

Note:

- i. Students are required to undertake research in a related field of study and submit a dissertation.
- ii. The programme must include appropriate training in research methodology.
- iii. The HEP must have a set of procedures and guidelines pertaining to:
  - a. Minimum and maximum periods of candidature.
  - b. Format of the dissertation.(Refer to the Standards: Master's and Doctoral Degree).

**Recommended delivery methods:**

- i. Lectures
- ii. Field research
- iii. Problem-based learning
- iv. Supervision of dissertation
- v. Research seminars/workshops
- vi. Interactive learning

<b>DOCTORAL DEGREE BY COURSEWORK</b> <b>Minimum Graduating Credits - 80</b>		
<b>Components</b>	<b>Percentage (%)</b>	<b>Credits</b>
Core	30 - 51	24 - 41
Specialisation	0 - 25	0 - 20
Elective	0 - 15	0 - 12
Dissertation	30 - 49	24 - 40
<b>Total</b>	<b>100</b>	<b>80</b>

Note:

- i. Coursework components must include research methodology (Refer to the Standards: Master's and Doctoral Degree).

**Recommended delivery methods:**

- i. Lectures
- ii. Case study
- iii. Supervision of dissertation
- iv. Problem-based learning
- v. Guest lecture series (prominent speakers from the industry and academic institutions)
- vi. Research seminars/workshops
- vii. Interactive learning

<b>DOCTORAL DEGREE BY MIXED MODE</b> <b>Minimum Graduating Credits - 80</b>		
<b>Components</b>	<b>Percentage (%)</b>	<b>Credits</b>
Core	30 - 50	24 - 40
Thesis	50 - 70	40 - 56
<b>Total</b>	<b>100</b>	<b>80</b>

Note:

- i. Coursework components must include research methodology.
- ii. Ratio of coursework to research is within the range of 50:50 or 40:60 or 30:70.  
(Refer to the Standards: Master's and Doctoral Degree).

**Recommended delivery methods:**

- i. Lectures
- ii. Supervision of theses
- iii. Problem-based learning
- iv. Guest lecture series (prominent speakers from the industry and academic institutions)
- v. Research seminars/workshops
- vi. Interactive learning

<b>DOCTORAL DEGREE BY RESEARCH*</b>		
<b>Component</b>	<b>Percentage (%)</b>	<b>Credits</b>
Thesis	100	No given credit value

\* For Doctoral Degree by Published Work, refer to the Standards: Master's and Doctoral Degree.

Note:

- i. Students are required to undertake research in a related field of study and submit a thesis.
- ii. The programme must include appropriate training in research methodology.
- iii. The HEP must have a set of procedures and guidelines pertaining to:
  - a. Minimum and maximum periods of candidature.
  - b. Format of the thesis.
 (Refer to the Standards: Master's and Doctoral Degree).

**Recommended delivery methods:**

- i. Lectures
- ii. Field research
- iii. Supervision of thesis
- iv. Problem-based learning
- v. Research seminars/workshops
- vi. Colloquium
- vii. Interactive learning

## 5. ASSESSMENT OF STUDENT LEARNING

“Student assessment is a crucial aspect of quality assurance because it drives student learning and is one of the measures to show the achievement of learning outcomes. The achievement of learning outcomes stipulated for the programme is the basis in awarding qualifications. Hence, methods of student assessment have to be clear, consistent, effective, reliable and in line with current practices and must clearly support the achievement of learning outcomes” (COPPA, 2008, pp.15).

The methods of assessment depend on the specific requirements of each module. However, as a general guide, the following are to be considered:

- i. Formative and summative assessments;
- ii. Knowledge and understanding (the cognitive domain) of theories and practical skills should be assessed through written, oral or other suitable means;
- iii. A combination of various methods of assessment to measure the achievement of learning outcomes should be used; and
- iv. Assessments should comprise continuous and final assessments.

Page 41 to 43 illustrate the different types of assessments that can be applied for each module. Higher Education Providers (HEPs) are encouraged to use a variety of appropriate methods and tools for meeting the learning outcomes and achieving the intended competencies.

QUALIFICATIONS	MODULES		SUGGESTED FORMS OF ASSESSMENT
	CONTINUOUS ASSESSMENT (%)	FINAL ASSESSMENT* (%)	
Certificate	50 - 70	30 - 50	<ul style="list-style-type: none"> <li>• Written assessment</li> <li>• Oral assessment</li> <li>• Practical assessment</li> <li>• Final examination</li> </ul>
Diploma	50 - 70	30 - 50	<ul style="list-style-type: none"> <li>• Written assessment</li> <li>• Practical assessment</li> <li>• Oral assessment</li> <li>• Industrial attachment/ internship</li> <li>• Final examination</li> </ul>
Advanced Diploma	50 - 70	30 - 50	<ul style="list-style-type: none"> <li>• Written assessment</li> <li>• Oral assessment</li> <li>• Practical assessment</li> <li>• Project</li> <li>• Final examination</li> </ul>
Bachelor's Degree	50 - 70	30 - 50	<ul style="list-style-type: none"> <li>• Written assessment</li> <li>• Oral assessment</li> <li>• Practical assessment</li> <li>• Industrial attachment/ internship</li> <li>• Research Project</li> <li>• Final examination</li> </ul>
Master's Degree by Coursework	50 - 80	20 - 50	<ul style="list-style-type: none"> <li>• Written assessment</li> <li>• Oral assessment</li> <li>• Practical assessment</li> <li>• Research Project</li> <li>• Final examination</li> </ul>

QUALIFICATIONS	MODULES		SUGGESTED FORMS OF ASSESSMENT
	CONTINUOUS ASSESSMENT (%)	FINAL ASSESSMENT* (%)	
Master's Degree by Mixed Mode			<ul style="list-style-type: none"> <li>• Written assessment</li> <li>• Oral assessment</li> <li>• Practical assessment</li> <li>• Final examination</li> </ul>
Coursework	50 - 80	20 - 50	
Dissertation	0	100	<ul style="list-style-type: none"> <li>• Dissertation</li> </ul>
Master's Degree by Research			<ul style="list-style-type: none"> <li>• Written assessment</li> <li>• Oral assessment</li> </ul>
Dissertation	0	100	<ul style="list-style-type: none"> <li>• Dissertation</li> <li>• **Viva voce (if required)</li> </ul>
Doctoral Degree by Coursework			<ul style="list-style-type: none"> <li>• Written assessment</li> <li>• Oral assessment</li> <li>• Final examination</li> </ul>
Coursework	50 – 80	20 – 50	
Dissertation	0	100	<ul style="list-style-type: none"> <li>• Dissertation</li> <li>• **Viva voce (compulsory)</li> </ul>
Doctoral Degree by Mixed Mode			<ul style="list-style-type: none"> <li>• Written assessment</li> <li>• Oral assessment</li> <li>• Final examination</li> </ul>
Coursework	50 – 80	20 – 50	
Thesis	0	100	<ul style="list-style-type: none"> <li>• Thesis</li> <li>• **Viva voce (compulsory)</li> </ul>
Doctoral Degree by Research			<ul style="list-style-type: none"> <li>• Written assessment</li> <li>• Oral assessment</li> </ul>
Thesis	0	100	<ul style="list-style-type: none"> <li>• Thesis</li> <li>• **Viva voce (compulsory)</li> </ul>



\* For Certificate, Diploma, Advanced Diploma and Bachelor's Degree levels, at least 80% of the total modules must have final examination in the Final Assessment. For Master's Degree by Coursework/Mixed Mode and Doctoral Degree by Coursework/Mixed Mode, at least 50% of the total modules must have final examination in the Final Assessment.

\*\* Requirement for viva voce is as prescribed in the Standards: Master's and Doctoral Degree.

Note:

- i. Compositions of dissertation/thesis examiners as prescribed in the Standards: Master's and Doctoral Degree are as follows:
  - a. Master's Degree by Mixed Mode  
The dissertation is to be examined by at least two examiners.
  - b. Master's Degree by Research  
The dissertation is to be examined by at least two examiners, one of whom is an external examiner.
  - c. Doctoral Degree by Mixed Mode  
The thesis is to be examined by at least two examiners, one of whom is an external examiner.
  - d. Doctoral Degree by Research  
The thesis is to be examined by at least three examiners, two of whom are external examiners.

HEPs should have a clear policy on the appointment of external examiners.

## 6. STUDENT SELECTION

This section of the Programme Standards concerns the recruitment of students into the individual programme of study.

"In general, admission policies of the programme need to comply with the prevailing policies of the Malaysian Ministry of Education (MOE). There are varying views on the best method of student selection. Whatever the method used, the Higher Education Provider (HEP) must be able to defend its consistency. The number of students to be admitted to the programme is determined by the capacity of the HEP and the number of qualified applicants. HEP admission and retention policies must not be compromised for the sole purpose of maintaining a desired enrolment. If HEP operates in geographically separated campuses or if the programme is a collaborative one, the selection and assignment of all students must be consistent with national policies" (COPPA, 2008, pp.17).

The standards for the recruitment of students are formulated keeping in mind the generic national higher education policies pertaining to minimum student entry requirements. The HEP must take cognisance of any specific policies that may apply to their individual institution.

The benchmarked standards are as follows:

### CERTIFICATE

- i. A pass in *Sijil Pelajaran Malaysia* (SPM) with 1 credit in any subject, or any equivalent qualification;  
**OR**
- ii. A pass in *Sijil Kemahiran Malaysia* (SKM) Level 2 in a related field and a pass in SPM.

### DIPLOMA

- i. A pass in SPM with at least credit in any 3 subjects, or any equivalent qualification;  
**OR**
- ii. A pass in *Sijil Tinggi Persekolahan Malaysia* (STPM), with a minimum of Grade C (GP 2.0) in any subject, or any equivalent qualification;  
**OR**
- iii. A pass in *Sijil Tinggi Agama Malaysia* (STAM) with a minimum grade of *Maqbul*;  
**OR**

- iv. A pass in SKM Level 3 in a related field, and a pass in SPM with a minimum of 1 credit in any subject;

**OR**

- v. Any qualifications equivalent to Certificate (Level 3, Malaysian Qualifications Framework, MQF).

### **ADVANCED DIPLOMA**

- i. Any relevant qualifications equivalent to Diploma (Level 4, MQF).

For Diploma and Advanced Diploma levels, international students are required to achieve a minimum score of 5.0 for International English Language Testing System (IELTS) **OR** its equivalent.

### **BACHELOR'S DEGREE**

- i. A pass in STPM with a minimum Grade C (GP 2.0) in any 2 subjects, and a pass in Mathematics and English at SPM level, or any equivalent qualification;

**OR**

- ii. A pass in STAM with a minimum grade of *Jayyid*, and a pass in Mathematics and English at SPM level;

**OR**

- iii. Any qualifications equivalent to Diploma or Advanced Diploma (Level 4 or 5, MQF);

**OR**

- iv. Matriculation/Foundation qualification with a minimum CGPA of 2.00 out of 4.00, or any equivalent qualification.

Note: The requirement to pass Mathematics and English subjects at SPM level for candidate in category (i) and (ii) can be waived should the qualifications contain Mathematics and English subjects with equivalent/higher achievement.

International students are required to achieve a **minimum** score of 5.5 for IELTS **OR** its equivalent.

### **MASTER'S DEGREE BY COURSEWORK**

- i. A Bachelor's degree with minimum CGPA of 2.50 out of 4.00, or its equivalent qualifications as accepted by the HEP Senate;

**OR**

- ii. A Bachelor's degree with CGPA below 2.50 out of 4.00, or its equivalent qualifications can be accepted, subject to a minimum of 5 years of working experience in relevant field.

**MASTER'S DEGREE BY MIXED MODE**

- i. A Bachelor's degree with minimum CGPA of 2.75 out of 4.00, or its equivalent qualifications as accepted by the HEP Senate;

**OR**

- ii. A Bachelor's degree not meeting CGPA of 2.75 but above the CGPA of 2.50 out of 4.00 or its equivalent qualifications may be accepted, subject to the HEP rigorous internal assessment (may include tests, interviews or portfolio);

**OR**

- iii. A Bachelor's degree below CGPA of 2.50 out of 4.00, or its equivalent qualifications may be accepted, subject to a minimum of 5 years of working experience in relevant field.

**MASTER'S DEGREE BY RESEARCH**

- i. A Bachelor's degree in a business-related field with minimum CGPA of 2.75 out of 4.00, or its equivalent qualifications as accepted by the HEP Senate;

**OR**

- ii. A Bachelor's degree in a business-related field not meeting CGPA of 2.75 but above the CGPA of 2.50 out of 4.00, or its equivalent qualifications may be accepted, subject to the HEP rigorous internal assessment (may include tests, interviews or portfolio);

**OR**

- iii. A Bachelor's degree in a business-related field with CGPA below 2.50 out of 4.00, or its equivalent qualifications may be accepted, subject to a minimum of 5 years of working experience in relevant field.

**DOCTORAL DEGREE BY COURSEWORK AND MIXED MODE**

- i. Any qualifications equivalent to Master's degree (Level 7, MQF) or as accepted by the HEP Senate.

## DOCTORAL DEGREE BY RESEARCH

- i. A Master's degree in a business or related field as accepted by the HEP Senate;  
**OR**
- ii. Other qualifications equivalent to a Master's degree as accepted by the HEP Senate.

For postgraduate studies, international students are required to achieve a **minimum** score of 6.0 for IELTS **OR** its equivalent.

Note:

For Doctoral degree by Research as stated in the Standards: Master's and Doctoral Degree:

- i. There shall be no direct entry from Bachelor's degree level to Doctoral degree level.
- ii. Candidates with Bachelor's degree who are registered for Master's degree by Research programmes may apply to convert their candidacy to the Doctoral degree programmes within ONE (1) year after Master's degree registration, subjected to:
  - a. having shown competency and capability in conducting research at Doctoral degree level;
  - b. rigorous internal evaluation by the HEP; and
  - c. approval by the HEP Senate.

## 7. ACADEMIC STAFF

“The quality of the academic staff is one of the most important components in assuring the quality of higher education and thus every effort must be made to establish proper and effective recruitment, service, development and appraisal policies that are conducive to staff productivity” (COPPA, 2008, pp.21).

### CERTIFICATE

#### Academic staff qualification

- i. A Bachelor's degree in related field.

#### Academic staff ratio

- i. At least 60% of the academic staff are full-timers.
- ii. Part-time staff may consist of industry practitioners or from the academia.

#### Staff-student ratio\*

- i. Overall staff-student ratio – 1:30

Minimum number of academic staff for each programme – 4\*

\*Refer to *Surat Makluman MQA Bil. 7/2014 – Garis Panduan Beban Staf Akademik*.

### DIPLOMA

#### Academic staff qualification

- i. A Bachelor's degree in related field.

#### Academic staff ratio

- i. At least 60% of the academic staff are full-timers.
- ii. Part-time staff may consist of industry practitioners or from the academia.

#### Staff-student ratio\*

- i. Overall staff-student ratio – 1:30

Minimum number of academic staff for each programme – 6\*

\*Refer to *Surat Makluman MQA Bil. 7/2014 – Garis Panduan Beban Staf Akademik*.

## ADVANCED DIPLOMA

### Academic staff qualification

- i. A Bachelor's degree in related field.

### Academic staff ratio

- i. At least 60% of the academic staff are full-timers.
- ii. Part-time staff may consist of industry practitioners or from the academia.

### Staff-student ratio\*

- i. Overall staff-student ratio – 1:30

Minimum number of academic staff for each programme – 3\*

\*Refer to *Surat Makluman MQA Bil. 7/2014 – Garis Panduan Beban Staf Akademik*.

## BACHELOR'S DEGREE

### Academic staff qualification

- i. A Master's degree in related field;  
**OR**
- ii. Practitioners with a Bachelor's degree in business from a recognised institution with the following work experience may also be appointed as academic staff or co-supervisor:
  - a. At least 5 years of related working experience in senior management roles (General Manager and above) in the subject taught;  
**OR**
  - b. At least 10 years of related working experience in managerial roles (Senior Manager and Manager) in the subject taught;  
**OR**
  - c. Entrepreneurs with at least 7 years of experience and proven track record in running business(es) may be considered to teach some of the entrepreneurship subjects.

### Academic staff ratio

- i. At least 60% of the academic staff are full-timers.
- ii. Part-time staff may consist of industry practitioners or from the academia.

### Staff-student ratio\*

- i. Overall staff-student ratio – 1:25

Minimum number of academic staff for each programme – 10\*

\*Refer to *Surat Makluman MQA Bil. 7/2014 – Garis Panduan Beban Staf Akademik*.

## MASTER'S DEGREE BY COURSEWORK

### Academic staff qualification

- i. A Doctoral degree in business or related field;  
**OR**
- ii. A Master's degree in business or in a related field with at least 5 years of relevant work experience in the subject taught.

### Academic staff ratio

- i. At least 60% of the academic staff are full-timers.
- ii. Part-time staff may consist of industry practitioners or from the academia.

### Staff-student ratio\*

- i. Overall staff-student ratio – 1:20

Minimum number of academic staff for each programme – 5\*

\*Refer to *Surat Makluman MQA Bil. 7/2014 – Garis Panduan Beban Staf Akademik*.

## MASTER'S DEGREE BY MIXED MODE

### Academic staff qualification

- i. A Doctoral degree in business or related field;  
**OR**
- ii. A Master's degree in business or in a related field with at least 5 years of relevant work experience in the subject taught.

### Academic supervisor qualification

- i. A Doctoral degree in business or in a related field;  
**OR**
- ii. A Master's degree in business or in a related field with at least 5 years of relevant research experience.

On a case by case basis, co-supervisor may be appointed amongst industry experts, subject to the approval of the Higher Education Provider (HEP) Senate.



#### Academic staff ratio

- i. At least 60% of the academic staff are full-timers.
- ii. Part-time staff may consist of industry practitioners or from the academia.

#### Staff/supervisor-student ratio\*

- i. Overall staff-student ratio – 1:20

Minimum number of academic staff for each programme – 5\*

\*Refer to *Surat Makluman MQA Bil. 7/2014 – Garis Panduan Beban Staf Akademik*.

### **MASTER’S DEGREE BY RESEARCH**

#### Academic supervisor qualification

- i. A Doctoral degree in business or in a related field;  
**OR**
- ii. A Master’s degree in business or in a related field with at least 5 years of relevant research experience.

On a case by case basis, co-supervisor may be appointed amongst industry experts, subject to the approval of the HEP Senate.

For the supervision of Master’s Degree by Mixed Mode and Research:

- i. The supervisor must be a full-time staff of the conferring HEP, if there is only one supervisor.
- ii. The principal supervisor must be a full-time staff of the conferring HEP, if there is more than one supervisor.

### **DOCTORAL DEGREE BY COURSEWORK AND MIXED MODE**

#### Academic staff qualification

- i. A Doctoral degree in business or related field;  
**OR**
- ii. A Master’s degree in business or in a related field with at least 5 years of relevant work experience.

#### Academic supervisor qualification

- i. A Doctoral degree in business or in a related field;  
**OR**

- ii. Where a staff is without the required qualification, extensive experience in research and supervision are additional criteria which are subject to the approval of the HEP Senate.

#### Academic staff ratio

- i. At least 60% of the academic staff are full-timers.
- ii. Part-time staff may consist of industry practitioners or from the academia.

#### Staff-student ratio\*

- i. Overall staff-student ratio – 1:12

Minimum number of academic staff for each programme – 10\*

\*Refer to *Surat Makluman MQA Bil. 7/2014 – Garis Panduan Beban Staf Akademik*.

### **DOCTORAL DEGREE BY RESEARCH**

#### Academic staff/supervisor qualification

- i. A Doctoral degree in business or in a related field;

**OR**

- ii. Where a staff is without the required qualification, extensive experience in research and supervision are additional criteria which are subject to the approval of the HEP Senate.

A Doctoral degree holder without experience (without any publication in indexed journals **and** has no experience in completing doctoral supervision) may be appointed as a co-supervisor.

On a case by case basis, a co-supervisor may be appointed amongst industry experts, subject to the approval of the HEP Senate.

For the supervision of Doctoral Degree by Mixed Mode and Research:

- i. The supervisor must be a full-time staff of the conferring HEP, if there is only one supervisor.
- ii. The principal supervisor must be a full-time staff of the conferring HEP, if there is more than one supervisor.

#### Supervisor-student ratio

Overall main supervisor-student ratio – 1:10\*\*

**\*\*Note:** The above overall main supervisor-student ratio is inclusive of Master's and Doctoral degree students. This requirement does not apply to the supervision of project paper with less than 6 credit hours.

## **STAFF DEVELOPMENT**

Academic staff are vital to deliver quality programmes and to perform teaching effectively as well as to produce graduates who are employable and acceptable by the industry. As the industry is dynamic and globally influenced, the academic staff need to continually update themselves with changes around the globe. Thus, HEPs must ensure that all academic staff are well-equipped with the latest knowledge and skills in their teaching and learning activities. It is expected that the HEPs should provide the following development programmes, amongst others:

- i. Pursuing higher academic and professional qualification.
- ii. Continuous Professional Development (CPD)<sup>\*\*\*</sup> for full-time staff according to the specialisation needs with at least 40 hours per year of relevant training or participation /involvement in their respective field of expertise.
- iii. Training on teaching and learning.
- iv. Participation in industry attachments.
- v. Research, consultation and community service involvement.
- vi. Academic staff exchange amongst HEPs.

**\*\*\*Note:**

CPD may constitute presentation at conferences, attending professional conferences, recognised academics/professional qualifications, self-directed study, coaching/mentoring/ tutoring and participation in professional bodies.

## 8. EDUCATIONAL RESOURCES

“Adequate educational resources are necessary to support the teaching-learning activities of the programme. These resources include finance, expertise, physical infrastructure, information and communication technology, and research facilities. The physical facilities of a programme are largely guided by the needs of the specific field of study” (COPPA, 2008, pp. 23).

Higher Education Providers (HEPs) are required to provide sufficient resources to support teaching and learning in the various areas of Business Studies at various qualification levels. HEPs must ensure that relevant educational resources and training facilities are available to support the learning and teaching activities as required by the respective areas of study. Educational resources recommended for Business Studies programmes include:

- i. Adequate financial resources
- ii. Sufficient qualified experts in various fields
- iii. Adequate provision of administrative support
- iv. Technical facilities/support
- v. Internet access
- vi. Lecture rooms (with sufficient Audio Visual facilities)
- vii. Library/resource centre (including on-line resources)
- viii. Working space/station (with access to Internet)
- ix. Computer laboratory
- x. Sufficient access to relevant software according to the needs of the programmes and students
- xi. Relevant online data bases, online journals, statistical packages, qualitative analysis software, and reference management software

## 9. PROGRAMME MONITORING AND REVIEW

“Quality enhancement calls for programmes to be regularly monitored, reviewed and evaluated. This includes monitoring, reviewing and evaluating of institutional structures and processes (administrative structure, leadership and governance, planning and review mechanisms), curriculum components (teaching methodologies, learning outcomes) as well as student progress, employability and performance.

Feedback from multiple sources such as students, alumni, academic staff, employers, professional bodies and parents assists in enhancing the quality of the programme. Feedback can also be obtained from an analysis of student performance and from longitudinal studies.

Measures of student performance would include the average study duration, assessment scores, passing rate at examinations, success and dropout rates, report from student and alumni about their learning experience as well as time spent by students in areas of special interest. Evaluation of student performance in examinations can reveal very useful information. If student selection has been correctly done, a high failure rate in a programme indicates something is amiss in the curriculum content, teaching-learning activities or assessment system. The programme committees need to monitor the performance rate of each programme and investigate if the rate is too high or too low.

Student feedback, for example, through questionnaires and representation in programme committees, is useful for identifying specific problems and for continual improvement of the programme.

One method to evaluate programme effectiveness is a longitudinal study of the graduates. The department should have mechanisms for monitoring the performance of its graduates and for obtaining the perceptions of society and employers on the strengths and weaknesses of the graduates and to respond appropriately” (COPPA, 2008, pp. 27).

Higher Education Providers are also advised to refer to the Guidelines to Good Practices: Monitoring, Reviewing and Continually Improving Institutional Quality.

## 10. LEADERSHIP, GOVERNANCE AND ADMINISTRATION

“There are many ways of administering an educational institution and the methods of management differ between Higher Education Providers (HEPs). Nevertheless, governance that reflects the leadership of an academic organisation must emphasise excellence and scholarship. At the departmental level, it is crucial that the leadership provides clear guidelines and direction, builds relationships amongst the different constituents based on collegiality and transparency, manages finances and other resources with accountability, forges partnership with significant stakeholders in educational delivery, research and consultancy, and dedicates itself to academic and scholarly endeavours. Whilst formalised arrangements can protect these relationships, they are best developed by a culture of reciprocity, mutuality and open communication” (COPPA, 2008, pp. 28).

This document will not raise issues pertaining to governance and administration as these are at the institutional rather than at the programme level. In this programme standards, academic leadership is largely focused on suitable qualified persons to carry out the necessary curriculum monitoring and review. The leaders of the programme should demonstrate knowledge reflecting the attributes of good ethical values in work practices.

The leadership requirement of this document is complementary to Area 8 in the COPPA document (2008). Thus, the selection of programme leadership positions (e.g. Coordinator, Head of Department or Head of Programme) at different levels in the HEPs should fulfil the following qualifications and experience:

### **CERTIFICATE AND DIPLOMA**

A Bachelor’s degree in business or in a related field with 2 years of relevant experience.

### **BACHELOR’S DEGREE**

A Master’s degree in business or in a related field with 2 years of relevant experience.

### **MASTER’S DEGREE**

- i. A Doctoral degree in business or in a related field;  
**OR**
- ii. A Master’s degree in business with 3 years of relevant experience in a related field.

## **DOCTORAL DEGREE**

- i. A Doctoral degree in business with 3 years of experience in a related field;
- OR**
- ii. A Master's degree in business with 5 years of relevant experience in a related field.

## 11. CONTINUAL QUALITY IMPROVEMENT

“Increasingly, society demands greater accountability from the Higher Education Providers (HEPs). Needs are constantly changing because of the advancements in science and technology, and the explosive growth in global knowledge, which are rapidly and widely disseminated. In facing these challenges, HEPs have little choice but to become dynamic learning organisations that need to continually and systematically review and monitor the various issues so as to meet the demands of the constantly changing environment” (COPPA, 2008, pp. 30-31).

The HEPs are expected to provide evidence of their ability to keep pace with changes in the field of business and the requirements of the stakeholders. These may be demonstrated by, but are not limited, to the following:

- i. A comprehensive curriculum review should be conducted at least once every 2 to 5 years. However, updating the curriculum to keep pace with current developments should be conducted at a more regular interval.
- ii. Compulsory appointment of external reviewers/assessors who are qualified in the relevant fields to provide assurance of quality for Bachelor’s degree (Level 6, MQF) and above.
- iii. Continuous benchmarking against top universities at national and international levels.
- iv. Foster linkages with related professional bodies, government agencies and industry.
- v. Engagement with industry practitioners through formation of industry advisory board, appointment of adjunct positions, guest speakers, etc.
- vi. Dialogue sessions with stakeholders at least once every 2 years.
- vii. Active participation of academic staff at relevant conferences, seminars, workshops and short courses.
- viii. Presentations by invited speakers, local or international.
- ix. Organising conferences, seminars and workshops.
- x. Encouraging international exchange amongst students and staff.



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## LIST OF PANEL MEMBERS

No.	Name	Organisation
1.	Chong Siong Choy (Prof. Dr.) - <i>Chairman</i> -	Finance Accreditation Agency
2.	Ainin Sulaiman (Prof. Dr.)	Universiti Malaya
3.	Lee Chew Ging (Prof.)	University of Nottingham, Malaysia Campus
4.	Samsinar Md. Sidin (Prof. Dr.)	Universiti Putra Malaysia
5.	Mohmad Yazam Sharif (Prof. Dr.)	Universiti Utara Malaysia
6.	Arawati Agus (Prof. Dr.)	Universiti Kebangsaan Malaysia
7.	Jeyapalan Kasipillai (Prof. Dr.)	Monash University Malaysia
8.	Czarif Chai Abdullah (Mr.)	SME Corporation Malaysia

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## BODY OF KNOWLEDGE

RECOMMENDED CORES FOR BUSINESS STUDIES

## 1) HUMAN RESOURCE MANAGEMENT (HRM)

No.	Body of Knowledge	Recommended Topics	MQF Level					
			Certificate	Diploma	Advanced Diploma	Bachelor's	Master's*	Doctoral*
1.	Human Resource Management (HRM)	Overview of HRM	/	/	/	/	/	/
		Labour Laws	/	/	/	/	/	/
		Labour Economics	/	/	/	/	/	/
		Differences between Personnel Management and HRM	/	/	/	/	/	/

\* Except for Master's and Doctoral Degree by Research Mode

## 2) MARKETING

No.	Body of Knowledge	Recommended Topics	MQF Level					
			Certificate	Diploma	Advanced Diploma	Bachelor's	Master's*	Doctoral*
1.	Marketing	Overview of Marketing	/	/	/	/	/	/
		Analysing Market Opportunities	/	/	/	/	/	/
		Marketing Mix	/	/	/	/	/	/
		Marketing Environment	/	/	/	/	/	/
		Consumer Behaviour	/	/	/	/	/	/
		Market Segmentation, Targeting and Positioning	/	/	/	/	/	/
		Marketing Ethics	/	/	/	/	/	/
		International/Global Marketing			/	/	/	/
		Marketing Research			/	/	/	/
		Market Planning			/	/	/	/
		Marketing Thoughts and Theory					/	/

\* Except for Master's and Doctoral Degree by Research Mode

3) ACCOUNTING AND FINANCE

No.	Body of Knowledge	Recommended Topics	MQF Level					
			Certificate	Diploma	Advanced Diploma	Bachelor's	Master's*	Doctoral*
1.	Accounting	Accounting and the Business Environment	/	/	/	/	/	/
		Analysis and Interpretation of Financial Statements and Cash Flow for Business Users	/	/	/	/	/	/
		Recording, Reporting and Analysing Business Transactions within the Accounting Cycle	/	/	/	/	/	/
		Use of Accounting Information for Business Planning	/	/	/	/	/	/
2.	Business Finance	The Financial Environment and the Role of Finance in Business	/	/	/	/	/	/
		Investment Evaluation	/	/	/	/	/	/
		Capital Structure and Cost of Capital	/	/	/	/	/	/
		Dividend Policy	/	/	/	/	/	/
		The Theory and Practice of Investment and Financial Decision-Making	/	/	/	/	/	/

\* Except for Master's and Doctoral Degree by Research Mode

## 4) BUSINESS ECONOMICS

No.	Body of Knowledge	Recommended Topics	MQF Level					
			Certificate	Diploma	Advanced Diploma	Bachelor's	Master's*	Doctoral*
1.	Microeconomics	Introduction to Economics	/	/	/	/	/	/
		Supply and Demand	/	/	/	/	/	/
		Cost of Production		/	/	/	/	/
		Firm Behaviour and Market Structure	/	/	/	/	/	/
2.	Macroeconomics	Measuring GNP and GDP			/	/	/	/
		Monetary System			/	/	/	/
		Unemployment			/	/	/	/
		Aggregate Demand		/	/	/	/	/
		Aggregate Supply			/	/	/	/
		Government Debt			/	/	/	/
		Monetary Policy			/	/	/	/
		Fiscal Policy			/	/	/	/
		Saving and Investment		/	/	/	/	/

No.	Body of Knowledge	Recommended Topics	MQF Level					
			Certificate	Diploma	Advanced Diploma	Bachelor's	Master's*	Doctoral*
		Sources of Growth				/	/	/

\* Except for Master's and Doctoral Degree by Research Mode

## 5) MANAGEMENT

No.	Body of Knowledge	Recommended Topics	MQF Level					
			Certificate	Diploma	Advanced Diploma	Bachelor's	Master's*	Doctoral*
1.	Basic Management	Evolution of Management	/	/	/	/		
		Managerial Roles and Skills	/	/	/	/		
		Management Process	/	/	/	/		
2.	Strategic Management	Strategic Analysis				/	/	/
		Strategy Formulation				/	/	/
		Strategy Implementation				/	/	/
		Strategy Evaluation and Control				/	/	/
3.	Organisational Behaviour	Individual Differences and Work Behaviour		/	/	/	/	/
		Motivation		/	/	/	/	/
		Team Dynamics		/	/	/	/	/
		Communication		/	/	/	/	/
		Organisational Power, Politics, and Conflict		/	/	/	/	/



No.	Body of Knowledge	Recommended Topics	MQF Level					
			Certificate	Diploma	Advanced Diploma	Bachelor's	Master's*	Doctoral*
		Leadership		/	/	/	/	/
		Organisational Processes		/	/	/	/	/
		Current Issues in Organisational Behaviour		/	/	/	/	/
		Decision-Making, Conflict and Negotiation		/	/	/	/	/
		Evolution, Concepts and Theories of Entrepreneurship	/	/	/	/	/	/
4.	Entrepreneurship	Characteristics of Entrepreneurs	/	/	/	/	/	/
		Entrepreneurial Networking	/	/	/	/	/	/
		Developing an Entrepreneurial Venture	/	/	/	/	/	/
		Overview of International Business	/	/	/	/	/	/
5.	International Business	Role of Culture	/	/	/	/	/	/
		Global Market Places and the Environment	/	/	/	/	/	/

No.	Body of Knowledge	Recommended Topics	MQF Level					
			Certificate	Diploma	Advanced Diploma	Bachelor's	Master's*	Doctoral*
		Management from a Global Perspective	/	/	/	/	/	/
6.	Business Law	Features of Malaysian Legal System	/	/	/	/	/	
		Interpretation of Statutes	/	/	/	/	/	
		Law of Contract	/	/	/	/	/	
		Agency		/	/	/	/	
		Law of Partnership			/	/	/	
		Company Law			/	/	/	/
7.	Business Communication	Overview of Business Communication	/	/	/	/	/	/
		Communication Process	/	/	/	/	/	/
		Effective Communication Skills	/	/	/	/	/	/
		Barriers to Communication	/	/	/	/	/	/
8.	Business Ethics	Ethical Theory and Business Practice	/	/	/	/	/	

No.	Body of Knowledge	Recommended Topics	MQF Level					
			Certificate	Diploma	Advanced Diploma	Bachelor's	Master's*	Doctoral*
		Moral Development	/	/	/	/	/	
		Ethics of Work and Management	/	/	/	/	/	
		Ethics and Corporations	/	/	/	/	/	

\* Except for Master's and Doctoral Degree by Research Mode

## 6) DECISION SCIENCE

No.	Body of Knowledge	Recommended Topics	MQF Level					
			Certificate	Diploma	Advanced Diploma	Bachelor's	Master's*	Doctoral*
1.	Operations Management	Overview of Operations Management				/	/	/
		New Product and Service Development				/	/	/
		Total Quality Management and Service Quality			/	/	/	/
		Supply Chain Management and Lean Production			/	/	/	/
		Inventory Management and Just In Time	/	/	/	/	/	/
		Manufacturing Operations			/	/	/	/
2.	Management Information Systems (MIS)	Overview of Management Information Systems	/	/	/	/	/	/
		Development, Implementation and Use of Information Technologies and Systems (IT&S)	/	/	/	/	/	/
		Impacts of IT&S on Organisational Structures and Activities	/	/	/	/	/	/

No.	Body of Knowledge	Recommended Topics	MQF Level					
			Certificate	Diploma	Advanced Diploma	Bachelor's	Master's*	Doctoral*
3.	Quantitative Methods	Working with Equations and Graphs	/	/	/	/	/	/
		Quantitative Research Principles in Collecting, Summarising and Displaying Business Data	/	/	/	/	/	/
		Elementary Probability Concepts	/	/	/	/	/	/
		Estimation and Hypothesis Testing	/	/	/	/	/	/

\* Except for Master's and Doctoral Degree by Research Mode

## APPENDIX 3

RECOMMENDED SPECIALISATIONS FOR BUSINESS STUDIES

The Programme Standards presents eight specialisations. Higher Education Providers (HEPs) may offer other related Business Studies specialisations not mentioned in this document.

## 1) HUMAN RESOURCE MANAGEMENT

This specialisation consists of six relevant areas comprising Human Resource Planning, Recruitment and Selection, Compensation and Benefit, Human Resource Development, Industrial Relations/Employee Relations and Occupational Safety and Health Management. After taking these relevant areas, students can be regarded as having expertise in some aspects of human resource management (HRM). They can then function as officers and managers of various types of organisations such as firms, public sector organisations and non-governmental organisations in their selected areas of HRM specialisations.

No.	Body of Knowledge	Recommended Topics	MQF Level					
			Certificate	Diploma	Advanced Diploma	Bachelor's	Master's*	Doctoral*
1.	HR Planning	Job Analysis	/	/	/	/	/	/
		Forecasting HR Requirements	/	/	/	/	/	/
		Forecasting HR Availability	/	/	/	/	/	/
		Links between HR Planning and Strategic Planning				/	/	/

No.	Body of Knowledge	Recommended Topics	MQF Level					
			Certificate	Diploma	Advanced Diploma	Bachelor's	Master's*	Doctoral*
2.	Recruitment and Selection	Concept of Recruitment	/	/	/	/	/	/
		Recruitment Process	/	/	/	/	/	/
		Concept of Selection	/	/	/	/	/	/
		Selection Process	/	/	/	/	/	/
3.	Compensation and Benefit	Salary Survey	/	/	/	/	/	/
		Direct Financial Compensation	/	/	/	/	/	/
		Indirect Financial Compensation (Benefits)	/	/	/	/	/	/
		Non-Financial Compensation	/	/	/	/	/	/
4.	Human Resource Development	Training and Development Process	/	/	/	/	/	/
		Training Needs Analysis	/	/	/	/	/	/
		Performance Appraisal Process	/	/	/	/	/	/
		Career Planning Process	/	/	/	/	/	/
		Change Management Process	/	/	/	/	/	/

No.	Body of Knowledge	Recommended Topics	MQF Level					
			Certificate	Diploma	Advanced Diploma	Bachelor's	Master's*	Doctoral*
5.	Industrial Relations/Employee Relations (IR/ER)	Concept of IR/ER	/	/	/	/	/	/
		Concept of Trade Union	/	/	/	/	/	/
		Formation of Trade Union	/	/	/	/	/	/
		Collective Bargaining	/	/	/	/	/	/
6.	Occupational Safety and Health Management	Concept of Safety	/	/	/	/	/	/
		Developing Safety Programmes	/	/	/	/	/	/
		Concept of Health	/	/	/	/	/	/
		Developing Health Programmes	/	/	/	/	/	/

\* Except for Master's and Doctoral Degree by Research Mode



## 2) MARKETING

Marketing is about creating and delivering values to consumers by understanding and satisfying the needs of consumers. Marketers satisfy consumer needs and wants through scanning marketing environment and the exchange processes to create superior customer value and build long term relationships. The Marketing specialisation within the Business Studies programme aims to equip students with marketing knowledge and skills to solve marketing problems in a systematic manner. Students specialising in Marketing should be familiar with the marketing process, the marketing mix and marketing strategy. Courses for marketing specialisation include Consumer Behaviour, Marketing Research, International Marketing, Service Marketing, Product Management, Promotion Management and Marketing Strategy.

No.	Body of Knowledge	Recommended Topics	MQF Level					
			Certificate	Diploma	Advanced Diploma	Bachelor's	Master's*	Doctoral*
1.	Consumer Behaviour	Buying Decision Process	/	/	/	/	/	/
		Individual Influence on Consumer Behaviour	/	/	/	/	/	/
		Environmental Influence on Consumer Behaviour	/	/	/	/	/	/
		Decision Making Model	/	/	/	/	/	/
2.	Marketing Research	Research Problem/Objectives		/	/	/	/	/
		Research Design and Plan		/	/	/	/	/
		Information Analysis		/	/	/	/	/

No.	Body of Knowledge	Recommended Topics	MQF Level					
			Certificate	Diploma	Advanced Diploma	Bachelor's	Master's*	Doctoral*
		Presentation of Findings		/	/	/	/	/
		Decision Making		/	/	/	/	/
3.	International / Global Marketing	Decisions to go Global		/	/	/	/	/
		Decisions on which Market to Enter		/	/	/	/	/
		International Market Penetration Options		/	/	/	/	/
		International Marketing Programme		/	/	/	/	/
4.	Service Marketing	Nature of Service Marketing	/	/	/	/	/	/
		Service Marketing Strategy		/	/	/	/	/
		Service Quality	/	/	/	/	/	/
5.	Marketing Management / Strategy	Role of Marketing Management			/	/	/	/
		Strategic Marketing Planning Process			/	/	/	/
		Marketing Plans			/	/	/	/

No.	Body of Knowledge	Recommended Topics	MQF Level					
			Certificate	Diploma	Advanced Diploma	Bachelor's	Master's*	Doctoral*
6.	Product Management	Product Levels		/	/	/	/	/
		Product Differentiation		/	/	/	/	/
		Product Mix		/	/	/	/	/
		Product Line Analysis		/	/	/	/	/
		Branding		/	/	/	/	/
		Packaging		/	/	/	/	/
7.	Pricing	Understanding Pricing		/	/	/	/	/
		Pricing Analysis		/	/	/	/	/
		Pricing Strategies		/	/	/	/	/
		Price Adaptation		/	/	/	/	/
		Price Changes Adjustments		/	/	/	/	/
8.	Retailing	Type of Retailers		/	/	/	/	/
		Retail Environment		/	/	/	/	/
		Analysing Needs of Customers		/	/	/	/	/

No.	Body of Knowledge	Recommended Topics	MQF Level					
			Certificate	Diploma	Advanced Diploma	Bachelor's	Master's*	Doctoral*
		Retailing Strategies		/	/	/	/	/
9.	Promotion Management	Role of Marketing Communication		/	/	/	/	/
		Effective Marketing Communication		/	/	/	/	/
		Promotion Mix		/	/	/	/	/
		Promotion Budget		/	/	/	/	/
		Integrated Marketing Promotion/ Communication		/	/	/	/	/
10.	Marketing Theory and Thoughts	History of Marketing Thoughts					/	/
		The Nature and Scope of Marketing					/	/
		Marketing Paradigms					/	/
		Marketing Strategy					/	/
		Marketing Concept					/	/
		Marketing Mix					/	/

No.	Body of Knowledge	Recommended Topics	MQF Level					
			Certificate	Diploma	Advanced Diploma	Bachelor's	Master's*	Doctoral*
		Consumer and Organisational Buying Behaviour					/	/
		Societal Marketing and Morality					/	/
11.	Seminar in Marketing	Marketing Environment					/	/
		Consumer Behaviour					/	/
		Marketing Research					/	/
		Marketing Strategy					/	/
		Product Management					/	/
		Pricing					/	/
		Marketing Distribution					/	/
		Promotion Management					/	/

\* Except for Master's and Doctoral Degree by Research Mode

## 3) FINANCE

Finance is about pricing financial assets. It tells economic agents how to invest their resources optimally in financial assets. It then investigates the issues related to the formation of optimal pricing models. It also provides risk management techniques to protect investments.

The specialisation in Finance within a Business Studies programme should have a combination of finance related courses, such as Corporate Finance, Financial Markets, International Finance, Derivatives, Fixed Interest, Money and Banking, and Risk Management to introduce students to the concepts and theories of finance that underlie the techniques that are offered to aid understanding and resolution of problems for finance managers.

No.	Body of Knowledge	Recommended Topics	MQF Level					
			Certificate	Diploma	Advanced Diploma	Bachelor's	Master's*	Doctoral*
1.	Corporate Finance	Working Capital Management				/	/	/
		Capital Investment Decisions				/	/	/
		Issuance of Corporate Securities and Capital Structure				/	/	/
		Payout Policy				/	/	/
		Corporate Control and Restructuring				/	/	/
		Mergers and Acquisitions				/	/	/

No.	Body of Knowledge	Recommended Topics	MQF Level					
			Certificate	Diploma	Advanced Diploma	Bachelor's	Master's*	Doctoral*
2.	Financial Markets	The Functions of Financial Markets				/	/	/
		The Banking and Payments System				/	/	/
		Financial System Deregulation				/	/	/
		Non-bank Financial Institutions				/	/	/
		Stock Exchange Operations				/	/	/
		Debt Markets				/	/	/
		Foreign Exchange Markets				/	/	/
		Markets for Financial Derivatives				/	/	/
3.	International Finance	Spot and Forward Exchange Rates				/	/	/
		Theory of Interest Rate Parity				/	/	/
		Currency Hedging and Exchange Rate Forecasting Techniques				/	/	/
		The Internationalisation of Markets				/	/	/
		Global Financial Crisis				/	/	/

No.	Body of Knowledge	Recommended Topics	MQF Level					
			Certificate	Diploma	Advanced Diploma	Bachelor's	Master's*	Doctoral*
4.	Derivatives	Forwards, Futures and Swaps				/	/	/
		Options Markets				/	/	/
		Approach to Pricing Derivatives					/	/
		Application in the Management of Risks					/	/
5.	Fixed Income Investment	Institutional Framework of Bond Markets				/	/	/
		Bond Yield and Pricing Models				/	/	/
		Interest Rate Determination					/	/
		Bond Market Strategies and Portfolio Decision Making					/	/
6.	Money and Banking	Comparative Financial Systems				/	/	/
		Roles of Financial Intermediation				/	/	/
		Regulation of Banks				/	/	/
		Risk Management in Banking					/	/
7.	Risk Management	Principles of Risk and Risk Management				/	/	/
		Practice of Risk Management				/	/	/



No.	Body of Knowledge	Recommended Topics	MQF Level					
			Certificate	Diploma	Advanced Diploma	Bachelor's	Master's*	Doctoral*
		Business Continuity and Crisis Management					/	/
		Managing Complexity, Uncertainty and Conflict					/	/
8.	Islamic Finance	Islamic Economics				/	/	/
		Islamic Capital Market				/	/	/
		Islamic Wealth Management				/	/	/

\* Except for Master's and Doctoral Degree by Research Mode

## 4) BUSINESS ECONOMICS

Business Economics covers the principles of economics and its applications, particularly in relation to the world of business. In other words, it has an applied business focus, showing how economics can provide helpful insights to business decision-making and public policy relating to business. It focuses upon the nature of rational decision making in business organisations, the nature of pricing, and the interaction of organisations and their environment from the perspective of economics. Since it focuses on how businesses operate, it places less emphasis on mathematical techniques. The specialisation in Business Economics within a Business Studies programme should include courses such as Intermediate Microeconomics, Intermediate Macroeconomics, Econometrics, Economics of Organisations, Industrial Economics and Competition and Regulation.

No.	Body of Knowledge	Recommended Topics	MQF Level					
			Certificate	Diploma	Advanced Diploma	Bachelor's	Master's*	Doctoral*
1.	Intermediate Microeconomics	Monopoly Pricing				/	/	/
		Oligopolistic Market				/	/	/
		Game Theory				/	/	/
		Choice Under Uncertainty				/	/	/
		Auctions					/	/
2.	Intermediate Macroeconomics	Aggregate Demand in a Closed Economy				/	/	/

No.	Body of Knowledge	Recommended Topics	MQF Level					
			Certificate	Diploma	Advanced Diploma	Bachelor's	Master's*	Doctoral*
		Aggregate Demand in an Open Economy				/	/	/
		Aggregate Demand, Aggregate Supply and Price Level				/	/	/
		Inflation and Unemployment				/	/	/
		Macroeconomic Policies				/	/	/
		Economic Growth				/	/	/
3.	Econometrics	Regression Analysis				/	/	/
		Dummy Variables				/	/	/
		Non-linear Regression				/	/	/
		Heteroscedasticity				/	/	/
		Autocorrelation				/	/	/
		Qualitative Dependent Variable				/	/	/
		Time Series Models				/	/	/
		Panel Data Models				/	/	/

No.	Body of Knowledge	Recommended Topics	MQF Level					
			Certificate	Diploma	Advanced Diploma	Bachelor's	Master's*	Doctoral*
4.	Economics of Organisation	Organisational Architecture				/	/	/
		Managerial Theory of the Firm				/	/	/
		Behavioural Theory of the Firm				/	/	/
		Agency Theory				/	/	/
		Transaction Cost Economics				/	/	/
		Resource Based View of the Firm				/	/	/
		Horizontal and Vertical Firm Boundaries				/	/	/
5.	Industrial Economics	Measurement and Determinants of Market Concentration				/	/	/
		Links between Structure and Industrial/Firm Performance				/	/	/
		Advertising and R&D				/	/	/
		Pricing Tactics				/	/	/
		Strategic Entry Deterrence				/	/	/

No.	Body of Knowledge	Recommended Topics	MQF Level					
			Certificate	Diploma	Advanced Diploma	Bachelor's	Master's*	Doctoral*
6.	Competition and Regulation	Nature and Consequences of Competition and Regulation				/	/	/
		Abuse of Monopoly Power				/	/	/
		Merger Control				/	/	/
		Evaluation of Competition and Government Policy				/	/	/

\* Except for Master's and Doctoral Degree by Research Mode

## 5) MANAGEMENT

The specialisation in Management is action-oriented and will support students in acquiring the knowledge and developing the skills necessary to manage organisations. In addition, the specialisation will also give students a deep understanding of management and organisation theories. The intention is to develop the skills in students to analyse and evaluate situations and to take meaningful action based on this analysis. The specialisation in Management has a unique focus on fostering general management skills through a pedagogical approach where thinking and doing are integrated through several live projects carried out in various organisations. The specialisation in Management should have a combination of management related courses such as Organisational Management, Leadership, Organisational Theory and Design, as well as Labour and Industrial Relations.

No.	Body of Knowledge	Recommended Topics	MQF Level					
			Certificate	Diploma	Advanced Diploma	Bachelor's	Master's*	Doctoral*
1.	Organisational Management	Managers and Management Theories	/	/	/	/	/	/
		Managers and Decision-Making	/	/	/	/	/	/
		Performing Industry Analysis	/	/	/	/	/	/
		Building and Managing Information Age Businesses	/	/	/	/	/	/
		Creating, Developing and Managing New Ventures	/	/	/	/	/	/
		Managing Service Operations	/	/	/	/	/	/
		Managing Creativity and Innovation	/	/	/	/	/	/

No.	Body of Knowledge	Recommended Topics	MQF Level					
			Certificate	Diploma	Advanced Diploma	Bachelor's	Master's*	Doctoral*
		Managing Human Resource/ Talent	/	/	/	/	/	/
		Managing Culture	/	/	/	/	/	/
2.	Leadership	World Class Leadership Practice	/	/	/	/	/	/
		Managerial Traits and Skills	/	/	/	/	/	/
		Effective Leadership Behaviour	/	/	/	/	/	/
		Charismatic and Transformational Leadership	/	/	/	/	/	/
		Participative Leadership, Delegation and Empowerment	/	/	/	/	/	/
		Power, Value and Influence	/	/	/	/	/	/
		Managing Change	/	/	/	/	/	/
		3.	Organisational Theory and Design	The External Environment				/
Designing Organisations for the International Environment						/	/	/
Strategy, Organisation Design and Effectiveness						/	/	/

No.	Body of Knowledge	Recommended Topics	MQF Level					
			Certificate	Diploma	Advanced Diploma	Bachelor's	Master's*	Doctoral*
		Fundamentals of Organisation Structure				/	/	/
		Organisational Culture and Ethical Values				/	/	/
		Decision-Making Process				/	/	/
		Conflict, Power and Politics				/	/	/
		Manufacturing and Service Technologies				/	/	/
		Organisation Size, Life Cycle and Decline				/	/	/

\* Except for Master's and Doctoral Degree by Research Mode



## 6) ENTREPRENEURSHIP

The specialisation in Entrepreneurship offers a thorough and practical understanding of concepts, issues, techniques, approaches and resources for starting, acquiring and managing a business venture. Such an initiative would enable students to develop the knowledge and skills necessary to assume a leadership and consultative role and/or develop a research focus in small and entrepreneurial ventures as well as intrapreneurial careers across different industries. Beyond the specialised areas, students will be exposed to broad knowledge of the domains of business so that they become business generalists who are well-versed in organising and managing resources. Depending on the programme level, the specialisation in Entrepreneurship should have a combination of related subject areas such as Creativity and Innovation in Entrepreneurship, Small Business Management, Business Plan, Financing for Entrepreneurs, Technology Entrepreneurship, Coaching and Consultancy for Entrepreneurship and Entrepreneurship Lab.

No.	Body of Knowledge	Recommended Topics	MQF Level					
			Certificate	Diploma	Advanced Diploma	Bachelor's	Master's*	Doctoral*
1.	Creativity and Innovation in Entrepreneurship	Creativity and Innovation Concepts and Techniques	/	/	/	/	/	/
		Generating Business Ideas through Creative Tools	/	/	/	/	/	/
		Venture Opportunity Concept and Strategy	/	/	/	/	/	/
2.	Small Business Management	Characteristics, Issues and Development of Small and Medium Enterprises	/	/	/	/	/	/
		Entrepreneurial Life	/	/	/	/	/	/

No.	Body of Knowledge	Recommended Topics	MQF Level					
			Certificate	Diploma	Advanced Diploma	Bachelor's	Master's*	Doctoral*
		Integrity and Ethics in Entrepreneurship	/	/	/	/	/	/
		Starting a Small Business	/	/	/	/	/	/
		Managing Key Functions of Enterprises	/	/	/	/	/	/
		Strategies for Managing Growth in Small Business	/	/	/	/	/	/
3.	Business Plan	Venture Formation and Planning	/	/	/	/	/	/
		Tools and Areas of Business Plan Development	/	/	/	/	/	/
		Communication Techniques in Business Plan Presentations			/	/	/	/
4.	Financing for Entrepreneurs	Financing Start-Up and Growth	/	/	/	/	/	/
		Application of a Range of Analytical Techniques (qualitative and quantitative) to Evaluate Business Options			/	/	/	/
		Crowdsourcing and Funding for Entrepreneurs			/	/	/	/
		Accounting and Taxation for Entrepreneurs			/	/	/	/

No.	Body of Knowledge	Recommended Topics	MQF Level					
			Certificate	Diploma	Advanced Diploma	Bachelor's	Master's*	Doctoral*
5.	Technology Entrepreneurship	Technology Entrepreneurship Concepts				/	/	/
		Strategies for Technology Innovation and Commercialisation				/	/	/
		Generating Technopreneurial Ideas				/	/	/
		Developing Business Plans for Technology Ventures				/	/	/
		Funding for Technology Ventures				/	/	/
		Intellectual Property Laws and Protection				/	/	/
6.	Coaching and Consultancy for Entrepreneurship	Concepts of Coaching and Consultancy in Entrepreneurship				/	/	/
		The Consultancy and Coaching Process				/	/	/
		Managing Consultancy Project					/	/
		Developing Coaching Competencies					/	/

No.	Body of Knowledge	Recommended Topics	MQF Level					
			Certificate	Diploma	Advanced Diploma	Bachelor's	Master's*	Doctoral*
7.	Entrepreneurship Lab	Shaping and Creating Business Ventures				/	/	/
		Formation of Business Entity				/	/	/
		Operating and Marketing Business Ventures				/	/	/
		Social Entrepreneurship				/	/	/

\* Except for Master's and Doctoral Degree by Research Mode

## 7) INTERNATIONAL BUSINESS

International Business consists of transactions that are devised and carried out across national borders to satisfy the objectives of individuals, companies, organisations and governments that take place between two or more countries and regions. These transactions (including sales, investment, logistics and transportation) take on various forms, which are often interrelated. Primary types of international business are export–import trade and foreign direct investment. The latter is carried out in varied forms, including wholly owned subsidiaries and joint ventures. Additional types of international business are licensing, franchising and management contracts. Considering the transactions are across national borders, it highlights a key difference between domestic and international business, which are subject to a new set of macro-environmental factors, where quite frequent conflicts arised resulting from different laws, cultures and societies. The basic principles of business are still relevant, but their application, complexity, and intensity vary substantially. Students specialising in International Business are expected to be exposed to the key subject areas such as Global Economy, The Global Trading System and Policy, Foreign Market Entries, International Business Management and Strategy and The Foreign Exchange Market.

No.	Body of Knowledge	Recommended Topics	MQF Level					
			Certificate	Diploma	Advanced Diploma	Bachelor's	Master's*	Doctoral*
1.	Global Economy	Drivers of Globalisation	/	/	/	/	/	/
		Key Features of the Environments of the Global Economy	/	/	/	/	/	/
		The Process of Globalisation	/	/	/	/	/	/
		The Theory of Comparative Advantage	/	/	/	/	/	/
		Global Business and Investments	/	/	/	/	/	/

No.	Body of Knowledge	Recommended Topics	MQF Level					
			Certificate	Diploma	Advanced Diploma	Bachelor's	Master's*	Doctoral*
2.	The Global Trading System and Policy	Nature of Theories of International Trade	/	/	/	/	/	/
		Instruments of Trade Policy	/	/	/	/	/	/
		Government Intervention and Free Trade	/	/	/	/	/	/
		Development of the Global Trading System	/	/	/	/	/	/
3.	Foreign Market Entries	Entry Modes and Selection	/	/	/	/	/	/
		Foreign Investments and Fund Expatriation	/	/	/	/	/	/
		Technology Transfer, Joint Ventures, Licensing, Franchising and Multinational Corporations	/	/	/	/	/	/
4.	International Business Management and Strategy	Implications of International Business to Functional Areas		/	/	/	/	/
		International/Global Marketing		/	/	/	/	/
		International Human Resource Management		/	/	/	/	/
		International Finance and Taxation		/	/	/	/	/

No.	Body of Knowledge	Recommended Topics	MQF Level					
			Certificate	Diploma	Advanced Diploma	Bachelor's	Master's*	Doctoral*
		Global Operations and Supply Chain Management		/	/			
		Strategic Management for International Business			/	/	/	/
		Global Diversity Management and the Concept of GLOCAL				/	/	/
		International Business Ethics and Corporate Governance				/	/	/
5.	The Foreign Exchange Market	Understanding Foreign Exchange Market	/	/	/	/	/	/
		The Spot and Forward Market	/	/	/	/	/	/
		Exchange Rate Determinants and Forecasting	/	/	/	/	/	/
		Foreign Exchange Rates and Quotations	/	/	/	/	/	/
		Setting the Equilibrium Spot Exchange Rate			/	/	/	/
		Central Bank Intervention			/	/	/	/
		Expectations and the Asset-Market Model of Exchange Rates			/	/	/	/

\* Except for Master's and Doctoral Degree by Research Mode

## 8) BUSINESS INFORMATION SYSTEMS

Information systems (IS) have become an important component in many organisations, especially businesses. IS goes beyond information technology (IT). It combines the technical aspects of IT such as hardware, software, databases and telecommunication networks with social aspects of IT such as people and process. Businesses have long identified the importance of IS in achieving competitive advantage, whilst public sector organisations have related the importance of the field in achieving excellence in the provision of services. IS contributes to achieving competitive advantage and excellence in service by enabling more effective problem identification, analysis and decision-making. The specialisation in Business Information Systems should include courses such as E-Commerce, Decision Support Systems, Project Management, Total Quality Management, Supply Chain Management and Business Application Development, Business Data Communication, Business Intelligence, IT Security and Governance and Strategic Information Systems.

No.	Body of Knowledge	Recommended Topics	MQF Level					
			Certificate	Diploma	Advanced Diploma	Bachelor's	Master's*	Doctoral*
1.	E-Commerce	E-Commerce Business Model and Concept	/	/				
		The Internet and World Wide Web: E-Commerce Infrastructure	/	/				
		Building an E-Commerce Website	/	/	/	/		
		Online Security and Payment Systems				/	/	/
		E-Commerce Marketing Concept	/	/	/	/	/	/
		E-Commerce Marketing Communication	/	/	/	/	/	/



No.	Body of Knowledge	Recommended Topics	MQF Level					
			Certificate	Diploma	Advanced Diploma	Bachelor's	Master's*	Doctoral*
		Ethical, Social and Political Issues In E-Commerce	/	/	/	/	/	/
		Online Retailing and Services	/	/	/	/	/	/
		Online Content and Media	/	/	/	/	/	/
		Social Network, Auctions and Portals				/	/	/
		B2B E-Commerce: Supply Chain Management				/	/	/
		B2B E-Commerce: Collaborative Commerce				/	/	/
2.	Decision Support Systems	Decision Support System: Decision Making, Systems, Modelling and Support				/	/	/
		Decision Support Systems: Concept, Methodology and Technology	/	/	/	/		
		The Essential of Business Intelligence	/	/	/	/	/	/
		Data Warehousing	/	/	/	/	/	
		Collaborative Computer Support Technology	/	/	/	/		

No.	Body of Knowledge	Recommended Topics	MQF Level					
			Certificate	Diploma	Advanced Diploma	Bachelor's	Master's*	Doctoral*
		Group Support Systems				/	/	/
		Knowledge Management	/	/	/	/	/	/
		Artificial Intelligence and Expert Systems				/	/	/
		Intelligence Systems over the Internet				/	/	/
		Implementing Decision Support Systems				/	/	/
		Systems Development and Acquisition		/	/	/	/	
		Integration of Management Support Systems				/	/	/
3.	Project Management	Project Life Cycle and Organisation	/	/		/	/	/
		Project Management Processes	/	/		/	/	/
		Project Integration Management				/	/	/
		Project Scope Management	/	/		/	/	/
		Project Time Management	/			/	/	/
		Project Cost Management				/	/	/
		Project Quality Management				/	/	/

No.	Body of Knowledge	Recommended Topics	MQF Level					
			Certificate	Diploma	Advanced Diploma	Bachelor's	Master's*	Doctoral*
		Project Human Resource Management				/	/	/
		Project Communications Management				/	/	/
		Project Risk Management				/	/	/
		Project Procurement Management				/	/	/
4.	Total Quality Management	Total Quality Approach	/	/	/			
		Understanding Quality Culture	/	/	/	/	/	
		Customer Satisfaction, Retention and Loyalty	/	/	/	/	/	
		Leadership and Total Quality Management	/	/	/	/	/	/
		Training for Quality	/	/	/			
		ISO 9000 and Total Quality Management: The Relationship				/	/	/
		Process Management	/	/	/	/	/	/
		Overview of Total Quality Tools	/	/	/			
		Quality Function Deployment	/	/	/			

No.	Body of Knowledge	Recommended Topics	MQF Level					
			Certificate	Diploma	Advanced Diploma	Bachelor's	Master's*	Doctoral*
5	Supply Chain Management	Optimising and Controlling Processes				/	/	/
		Implementing and Sustaining Total Quality Management				/	/	/
		Continuous Improvement Methods				/	/	
		Designing Quality Services	/	/	/	/	/	
		Purchasing and Supply Management	/	/	/	/	/	
		Supplier Evaluation	/	/	/	/		
		Supplier Management and Development				/	/	/
		Strategic Sourcing for Successful Supply Chain Management				/	/	/
		Resource Planning Systems	/	/	/	/	/	
Process Management	/	/	/	/	/			
Logistics: Fundamentals of Transportation	/	/	/	/	/	/		
Logistics: Warehousing	/	/	/	/	/	/		
Customer Relationship Management (CRM)	/	/	/	/	/	/		

No.	Body of Knowledge	Recommended Topics	MQF Level					
			Certificate	Diploma	Advanced Diploma	Bachelor's	Master's*	Doctoral*
		Service Response Logistics				/	/	
		Supply Chain Process Integration				/	/	/
		Performance Measurement				/	/	/
6.	Business Application Development	Systems Analysis				/	/	
		Fact-finding Techniques	/	/	/	/	/	
		Modelling System Requirements				/	/	/
		Data Modelling and Analysis				/	/	
		Feasibility Analysis and the System Proposal	/	/	/	/	/	
		Data Normalisation	/	/	/	/	/	
		Data Queries	/	/	/	/	/	
		Forms, Reports and Applications	/	/	/	/	/	
		Database Integrity and Transactions				/	/	
		Data Warehouse and Data Mining				/	/	
		Database Administration				/	/	

No.	Body of Knowledge	Recommended Topics	MQF Level					
			Certificate	Diploma	Advanced Diploma	Bachelor's	Master's*	Doctoral*
7.	Business Data Communication	Business Information	/	/	/	/	/	
		Distributed Data Processing	/	/	/	/	/	
		Internet History and Architecture	/	/	/	/	/	
		Internet-based Applications	/	/	/	/	/	
		LAN Architecture and Protocols	/	/	/	/	/	
		Wireless LANs	/	/	/	/	/	
		Data Transmissions	/	/	/	/	/	
		Data Communications Fundamentals	/	/	/	/	/	
		Doing Business on the Internet	/	/	/	/	/	
		Network Security				/	/	/
		Network Management				/	/	/
8.	Business Intelligence	Business Intelligence Architecture				/	/	/
		Business Intelligence Project Lifecycle				/	/	/
		Business Intelligence Development				/	/	/

No.	Body of Knowledge	Recommended Topics	MQF Level					
			Certificate	Diploma	Advanced Diploma	Bachelor's	Master's*	Doctoral*
		Designing Business Intelligence Infrastructure				/	/	/
		Managing Business Intelligence Operations				/	/	/
9.	IT Security and Governance	The Importance of a Security and Control Framework				/	/	/
		IT Strategy and Enterprise Architecture				/	/	/
		Key IT Decisions and Mechanisms				/	/	/
		IT Organisation: Roles and Policies				/	/	/
		IT Policy Development				/	/	/
		Key IT Policies				/	/	/
		QMS and the Management of IT Controls				/	/	/
		Resource Management				/	/	/
		Contracting				/	/	/
		Assessing IT Risks				/	/	/
		Managing IT Risks				/	/	/

No.	Body of Knowledge	Recommended Topics	MQF Level					
			Certificate	Diploma	Advanced Diploma	Bachelor's	Master's*	Doctoral*
		Maturity Models				/	/	/
10.	Strategic Information Systems	IT and Organisation				/	/	
		Information System and Change				/	/	
		The Information Systems Strategy Triangle				/	/	/
		IT and Competitive Advantage				/	/	/
		Information Systems Planning				/	/	/
		IT Architecture and Infrastructure				/	/	/
		Information Systems Sourcing				/	/	/
		IT Governance				/	/	/
		Project Management				/	/	
		Knowledge Management				/	/	
		Ethics and Security of IT				/	/	/

\* Except for Master's and Doctoral Degree by Research Mode



**EXAMPLES OF NOMENCLATURES**

Certificate in Business Studies  
Certificate in Commerce  
Certificate in Business Management  
Certificate in Business Administration  
Certificate in Marketing  
Certificate in Business Operations

Diploma in Business Studies  
Diploma in Commerce  
Diploma in Business Management  
Diploma in Business Administration  
Diploma in International Business  
Diploma in Marketing  
Diploma in Entrepreneurship  
Diploma in Human Resource Management  
Diploma in Retail Management

Advanced Diploma in Business Studies  
Advanced Diploma in Commerce  
Advanced Diploma in Business Management  
Advanced Diploma in Business Administration  
Advanced Diploma in Marketing

Bachelor of Business  
Bachelor of Commerce  
Bachelor in Business Management  
Bachelor in Business Administration  
Bachelor of Arts (BA)/Bachelor of Science (BSc)\*  
Bachelor of Commerce (Entrepreneurship and Marketing)  
B.A. Business Economics and Management  
B.Sc. in Marketing Management  
Bachelor of International Business  
Bachelor of Operations Management  
Bachelor of Business Information Systems

Master of Business Administration

Master of Arts/Master of Science\*

Master of Business

Master of Philosophy\*

Master of Research\*

Master of Commerce

Master of Management

Master of Entrepreneurship

Master of Marketing

Master of International Business

Doctor of Business Administration

Doctor of Philosophy

Doctor of Philosophy (Management)

\* Note: Related to Business Studies

## GLOSSARY

- 1) Continuous Assessment      The assessment of student progress throughout a course using a series of methods which may include, but are not limited to, essays, quizzes, test(s), oral presentations and individual or group assignments/projects.
  
- 2) External Examiner      External examiner refers to qualified person(s) who evaluate(s) the dissertation/thesis. The external examiner is appointed by the Higher Education Provider (HEP), but is not affiliated with the HEP. It may be requested that the external examiner is part of the Dissertation/Thesis Examination Committee.
  
- 3) Final Assessment      The assessment of student progress at the end of a course in the form of a formal examination, dissertation/thesis, projects or industrial training report.
  
- 4) Final Examination      An examination or test scheduled within an official examination period held at the end of an academic term. It serves as the final evaluation of a course that affects academic performance of students.
  
- 5) Formative Assessment      Formative assessment is the assessment of student progress throughout a course, in which the feedback from the learning activities is used to improve student attainment of the subject matter knowledge.
  
- 6) Summative Assessment      Summative assessment is the assessment of learning, which summarises the progress of the learner at a particular time and is used to assign the learner with a course grade.